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ABSTRACT

The American Association of Colleges for Teacher Education (AACTE) surveyed its member small institutions on the status of their programs for preparing teachers for working with handicapped students. Each chapter in this report on the survey is written by different educators from various small colleges in the United States. Chapter 1, "Coping with Limited Resources" (Norene F. Daly), discusses difficulties that small colleges face in responding to changes such as those required by Public Law 94-142. The second chapter, "Revising the Teacher Education Curriculum: Models of Change" (Ann C. Shelby and Randolph J. Schenkat), outlines several processes that small colleges can follow in curricular revision and describes the experiences of three institutions. Chapter 3 discusses "Maximizing Resource-Sharing Opportunities" (Lesley A. Wheatley) and shows how to select resources carefully. "The Small College Setting: Creative Responses to Common Cries for Help" (Carol R. Sivage) is the topic of chapter 4, which relates the successful strategies that specific small colleges have employed to cope with limited resources. Chapter 5, "Grantsmanship--Small Can be Beautiful" (Alfred Schwartz), contains practical advice for small college faculty members who do not have the services of development offices to track down money to fund special projects. (JMK)

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Teacher Preparation in Small Colleges:
Regular Educators and the Education of Handicapped Children

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The American Association of Colleges for Teacher Education
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Washington, D.C. 20036

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Foreword

The emphasis on values, service, and the diversity and worth of individuals often has been remarked as one of the characteristics of small colleges. This emphasis, philosophically, makes small colleges eminently suited for preparing teachers to work with handicapped children. Nevertheless, small colleges face a number of difficulties in the task of preparing education graduates, both regular and special, to work with exceptional learners. Chief among the problems are limited resources; thus, the ability of faculty members, however willing, to take on new responsibilities and content areas is affected, the purchase of new informational materials is restricted, and travel to conferences and national meetings is curtailed with the consequent loss of professional exchange and development.

Despite such obstacles, there are praiseworthy indications that many small colleges are meeting the challenge of preparing their graduates to work effectively with handicapped children. An October 1982 survey of small college members of the American Association of Colleges for Teacher Education (AACTE) shows that the overwhelming majority of respondents had incorporated special education content in the regular curriculum and had familiarized faculty members with special education topics to at least some extent. Rarely was an unwillingness to make the needed changes voiced. Many respondents pointed out the relative ease with which curricular change could be made in small as compared to larger schools, and argued that their graduates received more thorough training, including training in the education of handicapped children, because of smaller classes and more individual attention. However, the need for further work was also apparent. The survey respondents felt that a resource specifically addressed to the situation of small colleges was needed to help them to increase their capabilities to prepare educators to work with handicapped children. This book was developed, subsequently, in response to that need as part of the on-going efforts of AACTE over the last four years to assist its membership to act on the civil rights imperatives for handicapped persons.

It is gratifying to note that less than a year after these survey results were compiled, AACTE has acted on major recommendations of its small college members. AACTE is selecting a sizable

number of its small colleges for awards of mini-grants and will provide them with conferences and networking opportunities. AACTE plans a separate publication on resources especially applicable and readily available to small colleges. In addition, the Association steadily voices the interests of regular teacher preparation programs before funding agencies (See Appendix, answers to survey question number 21).

The AACTE leadership at national and state levels have helped to make the education of handicapped children an Association priority. With the aid of federal grant projects, AACTE has assisted its state associations to hold statewide meetings that focused on personnel preparation and education of handicapped young people. Numerous related publications have been developed and distributed. The cooperation of state agencies and teacher educators increased in several places as a result of the AACTE projects. Within the teacher education profession, awareness and commitment to the principles of Public Law 94-142, The Education for All Handicapped Children Act, increased sharply. AACTE developed a list of educators with disabilities as a resource for increasing opportunities for handicapped persons in the education profession and to enlarge the capabilities of all educational institutions to serve persons with handicaps.

AACTE has maintained a linkage with the federally funded projects, known as Dean's Grants, which have been awarded to colleges and universities to improve the preparation of regular educators to work with handicapped students in regular classrooms. AACTE has worked with the former National Support Systems Project for the Dean's Grants on a number of cooperative efforts, and a majority of the institutions with Dean's Grants are also members of AACTE.

About half the AACTE membership is made up of small colleges. These institutions, by and large, have not received a significant proportion of available funding, such as Dean's Grants, to support curricular changes in programs for the education of handicapped youngsters. Yet, graduates of small colleges are expected by employers to be prepared to meet the challenges of educating children with disabilities.

In preparation for this publication, AACTE surveyed its member small institutions on the status in their colleges of preparing teachers for educating handicapped pupils. For the purpose of this study, "small" is defined as graduating 100 or fewer education majors, both graduates and undergraduates, each year. A total of 133 small colleges completed and returned the questionnaire.

The composite profile of the respondents revealed an institution that is privately supported and is slightly more likely to have than not have a program leading to certification in special education; the college has a maximum of two full- or part-time faculty members in special education; and if the college has a preparation program for special educators, then the certification areas are most likely to be mental retardation, learning disabilities, or general special education.

The main part of the survey dealt with the status of the

preparation of regular educators to work with handicapped children in regular classrooms. Asked to rate the extent to which certain topics had been incorporated into the regular education curriculum, respondents ranked highest familiarization with Public Law 94-142, its concepts and rationale, and familiarization with various handicapping conditions. Field experiences with handicapped students is the topic said to have been incorporated least in the regular curriculum. About half reported that the topics incorporated had been presented through a course in special education, and one-third reported using modules on the topics in a course not primarily devoted to special education. One-fourth accomplished the task of infusing special education content throughout the curriculum. Regular education faculty members had been introduced to these topics and had begun to incorporate the topics into their courses only "to some extent." (A copy of the survey instrument and tabulated responses are given in the Appendix.)

The overall positive performance of small colleges is evidenced by the numbers of respondents who described successful strategies, helpful hints, or resources which they would like to recommend to other small colleges that prepare educators to work with handicapped children. We felt that the entire picture of small colleges and personnel preparation needed to be presented: the obstacles acknowledged and the successes and resources shared.

Chapter One is a discussion of the difficulties that small colleges face in responding to changes such as those required by Public Law 94-142. Chapter Two outlines several processes that small colleges can follow in curricular revision and describes the experiences of three institutions.

Small colleges often cite lack of resources as a problem. Chapter Three shows how to maximize resource-sharing opportunities and how to select resources carefully. Chapter Four relates the successful strategies that some small colleges have employed to cope with limited resources. Many of these strategies are taken from responses to the AACTE survey of small colleges.

Getting a grant is the topic of Chapter Five; this chapter contains practical advice for small college faculty members who do not have the services of development offices to track down dollars to fund special projects. In a separate document AACTE will compile information on how to obtain relevant resource materials.

This book is by and for small colleges. Almost all the chapters are written by people who are employed by and have had significant experience in adapting programs to the requirements of educating handicapped children. Their information is drawn from personal experiences and from the experiences shared by participants in the AACTE study. Hopefully, small college personnel will find this book to be both a source of pride in seeing the positive accomplishments achieved by colleges similar to theirs and a resource in the continual process of change in their own schools.

The AACTE Committee on Education of the Handicapped conceptualized this book and provided guidance throughout its development. Appreciation for their leadership is extended to the members of the Committee: Elizabeth Jalbert, Chairperson, State

University of New York at Oneonta; Percy Bates, University of Michigan; Ann Shelly, Bethany College; and Kenneth Vos, College of St. Catherine. Thanks go to Maggie Beck, who typed the manuscript and assisted in its production and to Sylvia Rosen, who edited this volume, for the many contributions they made.

Diane Merchant
Project Director

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Chapter One
Coping With Limited Resources

Norene F. Daly, Madonna College

ABSTRACT: *The problems confronting teacher educators in small colleges are (a) funding for program maintenance and development, (b) constraints imposed on personnel, (c) availability of time, (d) restricted resources for field placements, and, (e) an overcrowded curriculum. Daly examines these problems, reviews their evolution, and their impact on the small college teacher educator's ability to better prepare regular education teachers with the competencies and skills to instruct handicapped students in regular classrooms.*

An element of uncertainty is inherent in institutional planning for future needs, whether the institution is a college, university, hospital, or other social organization. The degree of uncertainty is dictated, to a large extent, by the constraints resulting from the present, unstable economy and the inability of any planner to predict those future events which may affect the availability of resources.

When small college administrators contemplate the possibility of further serious erosion of enrollment and resources, it is especially important that they base their planning on present realities and "worst case" scenarios. The purpose of this chapter is to identify current problems and constraints confronting small college planners and, in particular, to assist teacher educators in small colleges in the task of dealing with budgetary, personnel, time, and curricular constraints which may inhibit the development of effective teacher education programs.

PROBLEMS IDENTIFIED IN THE AACTE SMALL COLLEGE SURVEY

A Small College Survey by AACTE in October 1982 was directed to 262 member small colleges. One of the questions in the survey was, "What do you see as the major obstacles to small colleges in preparing regular educators to work with handicapped students?" The primary obstacle identified by the respondents was limited funding or budgets leading to limited staff, facilities, and/or resources. Other problems which were cited by respondents included staff members who lack specialized expertise; heavy work loads; limitations placed on the time given to teacher preparation programs; restricted resources for field experiences (indicated by the fewer schools and agencies which are

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available for practica and the consequent limited variety of exceptionalities to observe); and concerns related to curriculum reorganization (indicating that the current curriculum is overcrowded).

Few educators responding to the survey seemed concerned with the small college's ability to change programs in order to prepare regular educators to work with handicapped students. Only 1% of the respondents listed a lack of willingness by faculty members to move in new directions.

Essentially, the problems encountered by teacher educators are the same as those experienced by their colleagues in higher education. They relate to budget, personnel, availability of time, and demands made on an already overcrowded curriculum. Inevitably, budgetary or financial constraints are considered to be the most difficult to deal with and the factor over which most educators feel they exercise little or no control.

The Problems of Small Colleges Summarized

Institutions of higher education, generally, and small colleges, in particular, will bear the brunt of projected declines in enrollment and resources during the next decade. The ability of marginal institutions to survive and the viability of those once thought to be relatively stable are now questioned. Indeed, many institutions have already closed their doors and others have been identified as terminally ill. The "tell-tale" signs of a small college in trouble were listed by Scarlett (1982) as follows:

- An enrollment of fewer than 1,000.
- A recent enrollment decline in more than one year.
- A "less selective" enrollment policy.
- A history of cutbacks in more than one year in certain expenditure categories (building maintenance, library acquisitions, equipment, supplies, faculty travel, etc.) in order to meet fixed operating costs such as salaries and utilities.
- Recent operating deficits, forcing recourse to endowment principal.
- An inadequate endowment and insufficient annual financial support from alumni, the college community and/or region and any special constituency, such as a church body.
- A history of the charges to students increasing at a rate above inflation.
- A discernible decline in the quality of faculty.
- A decline in the number of faculty.
- Any precipitous departure from basic mission because of financial exigency.
- Presence of strong competition from a neighboring community college or a four-year state college or university.

- Location in a sparsely populated region whence it has traditionally drawn most of its students.
- Location in a projected population no-growth or decline area. (p. 22)

Breneman (1982), while proposing questions which should be asked by liberal arts college trustees, underscored the characteristics identified by Scarlett and warned against using costly recruitment techniques which may not be offset by the tuition generated. Both Breneman and Scarlett cited steps which can and must be taken by small college administrators to shore up their financially troubled institutions.

The issue of diversity is, of course, an underlying reason for trying to preserve privately supported colleges. Jonson (1978) and McGrath (1975), presented a compelling argument for the preservation of small, private colleges, citing their contributions to American culture. McGrath also pointed out,

> Even as late as 1950, fifty-three percent of all those pursuing a formal education beyond the secondary school were enrolled in privately supported institutions and a large proportion of these students attended comparatively small colleges. (p. 22)

He noted the folly of spending millions in state funds to develop or expand facilities at public institutions when the same facilities may already exist at private institutions. Eight years later, it is obvious that his caution has been largely ignored.

The vulnerability of small colleges cannot be denied. During the last decade they constituted the single largest group of institutions of higher education that closed down. The resulting loss of diversity and opportunity is an issue which will be felt far into the next decade and century.

Funding for Teacher Education Programs

If the fortunes of many small colleges are in a state of decline, what can be said of the programs offered by those institutions? Inevitably, programs which are consistently perceived to be less cost effective than others will experience a further erosion of funding for programmatic development and support services.

Are teacher education programs cost effective? Although many small and large college administrators may say no, there is evidence to the contrary. Testimony presented by the AACTE (1982a) to the National Commission on Excellence in Education cited the research of Peseau and Orr (1980) at the University of Alabama and outlined the following position:

> The fact is that teacher education is a revenue-producing program, which explains in part why it is offered by so many institutions of higher education. As recently as 1977, teacher education generated 11 percent of all university student credit hour

> production and in return, received less than 3 percent of the institution's programmatic resources. While a one-to-one allotment of dollars to academic programs for dollars generated by those programs may not be tenable, a better balance must be achieved between various productivity measures and budgets for teacher education. (p. 17)

The fact is that teacher education programs now may be perceived as less cost effective because they no longer generate the income they once did. They are no longer the pre-eminent programs at small colleges which, in some instances, were founded as teacher training institutions. If teacher educators cannot provide evidence that their programs are cost effective, and they should make every effort to do so, they must recognize that declines in funding will make them less effective in their attempts to prepare their students to meet the requirements of Public Law 94-142. They also must accept the fact that the level of funding and institutional prestige which they once enjoyed may never be restored.

The decline in funding for teacher education programs was documented by, among other observers, Peseau and Orr (1980). For some small colleges, the constriction of resources has meant the elimination of teacher education programs which were small and limited in scope, and for others, it has meant reductions in faculty size and program scope. Consequently, many programs have been rendered virtually incapable of stemming the tide of further erosion of resources. As a result, in most small colleges, teacher education programs are in a "holding pattern." The institutions are unable to adopt innovative recruitment or program development practices, nor are they able to respond to the identified needs of local schools and practitioners. For the most part, they must strive mightily to maintain existing programs while looking forward to a day when society will demand more and better prepared teachers and will be willing to support the institutions, public or private, which will train them.

Paradoxically, this situation exists at a time when both large and small, public and private schools, colleges, and departments of education are facing the same plight. If both public *and* private institutions providing teacher education are confronted with the same obstacles to program development and enhancement, then society's need for teachers in the K-12 grades who are well prepared to help to develop an educated citizenry will be seriously affected. Equally important is the effect on the private elementary and secondary sector. Traditionally, many small, private colleges have provided teachers for church-affiliated schools, but their capacity to continue this role is seriously threatened by the erosion of resources.

Two trends portend even greater challenges for the small college teacher education program: (a) the movement toward extending teacher preparation beyond the current four-year model and (b) the decision of several major state colleges and universities to get out of the business of undergraduate teacher preparation and devote their human and financial resources to graduate programs and research.

Many small colleges conform to the traditional four-year liberal arts model which does not easily lend itself to an expansion of professional programs beyond four years. Small colleges which offer undergraduate programs only and are prohibited by charter from developing graduate programs perhaps will be forced to compete with larger colleges and universities which can offer extended programs with advanced degrees.

After an AACTE Task Force examined the many dilemmas which extended programs may engender for both public and private institutions, it developed a position paper which contains recommendations for resolving these problems (AACTE, 1982b). Extended programs currently conducted at the University of Kansas, the University of Oklahoma, and other major institutions are being monitored. Unfortunately, few models have been developed and successfully put in place by small colleges.

Should several major institutions withdraw from the field of undergraduate teacher preparation, both challenges and opportunities would be created for small colleges. Students would have to enroll in small public or private colleges to enter programs leading to initial teacher certification. This possibility could be a boon to those small colleges which maintained programs during the critical period of cutbacks. It also could be the source of considerable consternation during the period when according to the National Center for Education Statistics (see Frankel & Gerald, 1982) and other demographers, teachers will be needed to serve the children of the baby "boomlet" who will begin to fill empty classrooms within the next five years.

Pressures on Small College Teacher Educators

How have institutional cutbacks affected teacher educators in small colleges? Has a loss of confidence ensued? Teacher educators, like their colleagues in the liberal arts, have perceived the vulnerability of their position. Faculties in business and technology, engineering, and computer science, have not been subjected to quite the same restrictions and constraints. Among teacher educators, their sense of professionalism is threatened when they realize that in many institutions being *cost* effective is more important than *being* effective. They view with alarm institutional efforts to stem the tide which is eroding resources by moving from the traditional mission of liberal arts education to a position where colleges attempt to be "all things to all people."

When the teacher educator looks to colleagues for consolation, it is difficult to find. Programs at different campuses are competing for essentially the same pool of students and teacher educators have realized, increasingly, that they are in a highly competitive position. When teacher educators share ideas, problems related to finances are frequently the focus of their discussions and as their concern increases, the ability to find remedies seems to diminish.

The erosion of public confidence in schools may be a more serious problem than any other faced by teacher educators. The report of the National Commission on Excellence in Education (1983) calls for a reaffirmation of support for American education and

presents a challenge to teacher educators to prepare candidates who can implement the Commission's recommendations. It may also provide the impetus for a re-examination of the way in which teachers are trained.

Is all doom and gloom? Of course not! In some areas of the United States teacher educators do not have this "fortress mentality" because their programs are thriving and serving the needs of their regions as well as their missions. Such institutions are not, however, in the majority. One cannot help wondering how long it will be before they too begin to feel the pressures which their colleagues at small colleges in other parts of the nation have experienced. Nor are they immune to the criticism from the public which perceives teacher preparation institutions to be less than adequate.

Teacher educators have allies and support systems, however. For example, many professional associations, like AACTE, consistently support high standards of teacher preparation and provide inestimable assistance to small colleges which try to establish or maintain these standards. The teacher preparation programs accredited by the National Council for Accreditation of Teacher Education (NCATE) find that the NCATE standards (1982) are a bulwark of defense against the budget cuts and program curtailment proposed by institutional administrators. Small college administrators know that their claims to excellence are enhanced when their professional programs are accredited.

Another ally of the small college teacher educator is the state department of education. What cannot be achieved through innovative program development frequently can be achieved in response to state mandates. Many small colleges have been able to revise and revamp their programs, even during these lean economic times, because of newly imposed state certification requirements. The small college teacher educator's primary ally, however, is still the college administrator who has a clear vision of an institution's mission to prepare teachers who can serve children and youth superbly, and a public which is willing to support this mission. Until these allies make themselves heard, however, small college teacher educators will have to continue working very hard to maintain the *status quo*.

Looking Beyond Institutional Resources

Many small college teacher educators have begun to look outside their institutions for supplementary funding. They no longer look to the federal government, and the bloc grants to the states do not fill the gap created by the withdrawal of federal funds. Instead, small colleges are looking to foundations and other funding sources in the private sector, which puts them into direct competition for resources with private individuals and other organizations or agencies which are equally hard-pressed for funds. The result is that such sources of funding also are drying up or becoming more selective about the causes and campuses to which they give money.

It is possible that the acceptance by small and large college teacher educators that the federal government no longer will provide funds for programs is part of a self-fulfilling prophesy. The more educators look to the private sector for grants, the more the federal

government can withdraw to a position of non-support for educational and social programs. Only when there is an outpouring of dissatisfaction by educators and the public with the redirection of funds which once were allocated to support instruction will the federal government be forced to begin to reorder its priorities.

The mandate to include handicapped students in regular classrooms to the extent that is feasible is so compelling that institutional as well as federal resources must be made available to prepare classroom teachers for the task of instructing such children. Later chapters of this book deal with successful strategies for preparing teachers.

PERSONNEL PROBLEMS IN SMALL COLLEGES

When a small college administrator looks for opportunities to cut program budgets, it is inevitable that human instructional and support resources will be most vulnerable because usually they are the most expensive. The result can be debilitating if not fatal to all programs and, especially, to teacher education programs. The latter, particularly those at small colleges, rely heavily on the ability of faculty members to guide students through the professional programs over a period of two or three years. One positive characteristic of teacher preparation programs at small colleges is that students are known to faculty members and receive intensive support in their studies. High turnover rates or the replacement of full-time faculty with adjuncts may disrupt the supportive quality of the environment.

When faculty cutbacks occur, through either attrition or the move to adjuncts, work loads for remaining faculty become excessive and leave little time for participation in programmatic development or innovation. Heavy teaching loads are characteristic of small colleges which must rely on tuition for at least two-thirds of their revenues. Heavy teaching loads deprive faculty members of time for other tasks.

Traditionally, small college faculties do not have fellows and/or graduate students to carry out scholarly activities which will enhance the influence of regular faculty and free them for special tasks. Such scholarly activities have the added effect of stimulating creative directions in related programs.

Small college personnel tend to have a far broader spectrum of responsibilities than do their counterparts in large schools. They have heavier teaching loads, a greater number of advisees, extensive committee assignments, and, perhaps, coordinating or administrative responsibilities. In contrast, a large institution is able to assign personnel exclusively to a curriculum development project because such personnel make up only a small proportion of its available human resources. In a small setting, if personnel were so assigned it would mean that fewer persons were available to meet basic work demands.

In addition, small college teacher educators are expected to cope with the problem of limited support services on campus. Whether these deficiencies are related to the availability of secretarial services, counseling for students, library support for teacher education programs, audio visual services and resources, and the like, all impinge on the effectiveness of teacher educators and their programs.

When a small college is situated in a large, urban area, some administrative deficiencies can be overcome by using resources that

are available in the community or other institutions. However, small colleges in suburban or rural settings may have difficulty obtaining resources and suffer programmatic deficits as a result.

The impact of resource deficits upon institutions which are charged with the responsibility of preparing regular education teachers to work with handicapped students in regular classrooms must be underscored. All the personnel problems cited thus far place limitations on the capacity of the teacher education program to carry out its purposes.

Small college teacher educators in both urban and rural settings may have limited access to practicum sites which are staffed by experienced local school personnel because either such sites are not available or the small colleges are in direct competition for them with larger institutions. It is essential that students in small college teacher education programs who study the theoretical components of dealing with handicapped students have the opportunity to practice what they have learned under the supervision of practitioners who are experienced in working with students in mainstreamed settings. Few small colleges have laboratory schools where they can develop the kind of ideal conditions which will enhance the ability of students to work with mainstreamed children and youth. Therefore, the lack of or limited access to practicum sites can be a serious deficiency.

It must be said, however, that many small colleges in urban, suburban, and rural areas have made entire communities extensions of their campuses. Because small colleges traditionally have excellent teacher education programs, faculty are able to develop enviable rapport with local school administrators and teachers in the K-12 sector.

Student teachers from small college programs are frequently in demand because they bring with them a level of supervision and support which may not be available through larger institutions. Thus, small colleges, although they prepare a relatively modest percentage of the nation's teachers, can boast a placement record that, on the whole, is significantly higher than the national average.

Use of Faculty at Small Colleges

A significant percentage of respondents to the AACTE Small College Survey in October 1982 indicated that one inhibiting factor in the development of teacher education programs based on Public Law 94-142 is lack of faculty expertise. This is not at all surprising given that such programs must be as comprehensive as are those at larger institutions in order to prepare students for initial certification. However, because these colleges are small, they normally are staffed by a limited number of faculty. The latter are frequently hired by small colleges because of their breadth of academic background and they are expected to be able to serve a program in a variety of roles. This expectation, coupled with heavy teaching loads, does not afford the opportunity to develop expertise in a new area or, even, to expand original areas of professional preparation.

The lack of opportunity for faculty to develop expertise in areas related to preparing regular teachers to work with handicapped students can be a significant issue for a program administrator. Succeed-

ing chapters detail successful strategies which were developed at institutions where Dean's Grant funding was available as well as institutions without such funding.

Relatively few small colleges have received Dean's Grants. Those which do not enjoy this option must rely solely on institutional resources or find other incentives to encourage faculty development. Several small colleges have achieved a degree of success in faculty development by using the expertise of local practitioners who are certified in special education and experienced in working with handicapped students. These practitioners may serve as guest lecturers, conduct workshops for faculty, and supervise students in field placements. Nevertheless, the lack of expertise among faculty members cannot be ignored. The problem is not likely to be resolved, however, unless program administrators in small colleges can obtain the necessary fiscal and human resources.

Effecting Attitudinal Change in Faculty

Although teacher educators at small colleges are attuned to the demands implicit in Public Law 94-142 and committed to educating teachers to meet them, there is, on each small campus, another contingent of faculty who may have limited awareness of the law's provisions and a limited commitment to the law's purposes. These individuals usually are members of the faculty of arts and sciences.

A beginning teacher is a product not only of the professional program but, also, of liberal arts. Thus, it is essential that faculty in both areas share responsibility for developing the competencies which will make beginning teachers better able to serve handicapped students in regular classrooms. Teacher educators in small colleges find themselves, therefore, in the position of not only revising preparation programs but, also, providing opportunities to develop campus-wide awareness of the issues related to Public Law 94-142. This task is compounded when teacher education faculty are themselves limited in knowledge of the issues.

If there is a positive aspect of this dilemma, it is that teacher educators at large institutions confront the same issues and, frequently, receive less cooperation from their colleagues in arts and sciences. Small college faculties, by their very nature, are usually more cohesive and more aware of all programs on campus. Communication among programs is easier and more frequent. In addition, the small college faculty usually has a greater degree of flexibility, which makes its members more receptive to institutional change, and is a crucial factor in bringing about appropriate changes in attitudes and creating awareness of the needs of teacher education programs.

Another factor which facilitates intra-institutional communication at small colleges is the dual appointment held by many teacher educators. Following a survey of 196 liberal arts colleges with teacher education programs, King (1982) reported that in 51% "one or more of the education faculty hold joint appointments in another department, and collaboration with other departments is commonplace" (p. 5).

Creating faculty awareness of Public Law 94-142 and its implications for institutions of higher education is indeed a critical task. A companion to it is the need to effect attitudinal changes toward handicapped students. When students who have been evaluated as learning disabled, for example, seek entry to community colleges or four year institutions, they should not be discriminated against because of their handicap. In fact, learning disabled college students are presenting a challenge for faculty members at all types of institutions.

One result of the enrollment of increasing numbers of handicapped persons in small colleges is the opportunity to work with these students and thereby become more aware of their needs. Another by-product is that for the first time college faculty are being forced to make accommodations in instructional programs to meet the needs of disabled college students. Not every faculty member is able and/or willing to admit that accommodations must be made. Consequently, serious problems can be generated by attitudes toward these students. This does not bode well for developing a climate wherein all faculty on a campus engage in preparing teachers to work with handicapped students in regular classrooms.

Of course, the opposite also can be true. The "brush with reality" or opportunity to interact with students who are minimally handicapped can be the catalyst which convinces faculty that there is indeed a need to become familiar with the problems faced by these students, and a need to learn how to make accommodations to deal with their problems. Instructors in a teacher education program must seize opportunities to assume a leadership role in assisting their colleagues to understand handicapped persons and address the spe-

cific needs of such students who may be in their classes. Institutional administrators must recognize the task as legitimate and as the responsibility of the teacher education faculty, and they must be willing to allocate facilitating resources and supportive services.

It is heartening to note that only 1% of the respondents to the AACTE Small College Survey indicated that they perceived a lack of willingness among faculty to move in new directions. This result is further evidenced of the dedication and commitment of small college faculty.

> It is evident that, in spite of the difficulties, some of the small liberal arts colleges, because of the attractivenes of atmosphere, religious affiliation, or other factors, recruit and retain remarkably talented and dedicated faculty. This may be so because of the high interest these faculty express in the personal development of students, an interest that may have greater latitude for expression in these colleges than elsewhere. (Jonsen, 1978, p. 14)

THE EFFECT OF TIME CONSTRAINTS

Time constraints can result from a number of factors in a small college teacher education program. We have seen that heavy work loads can result in a lack of time to undertake research and faculty development. The question of time is also relevant to evaluating a small college teacher educator's ability to respond to the urgency of Public Law 94-142. Many faculty feel uncertain of their ability to provide essential knowledge for students and hence will experience even greater anxiety if they do not have access to time, money, and other resources to remedy their apparent deficiencies. The manner in which some small colleges have successfully dealt with this issue is reviewed in later chapters. Suffice to say here that the problem, if not successfully remediated, may lead to the superficial presentation of materials on instructing handicapped children in regular classrooms and, hence, to the inadequate preparation of new teachers. This situation may occur at small colleges which do not have special education programs or resources to recruit faculty members with expertise in special education. Individual faculty members feel pressured to respond to the need to prepare all teachers to work effectively with handicapped children and youth. Whether institutional resources are made available to assist them is the issue. Faculty must be given time to develop cohesive plans to fulfill their obligations to students and to keep up with the extensive body of literature which can assist them in their task. Time is an important variable in any academic program.

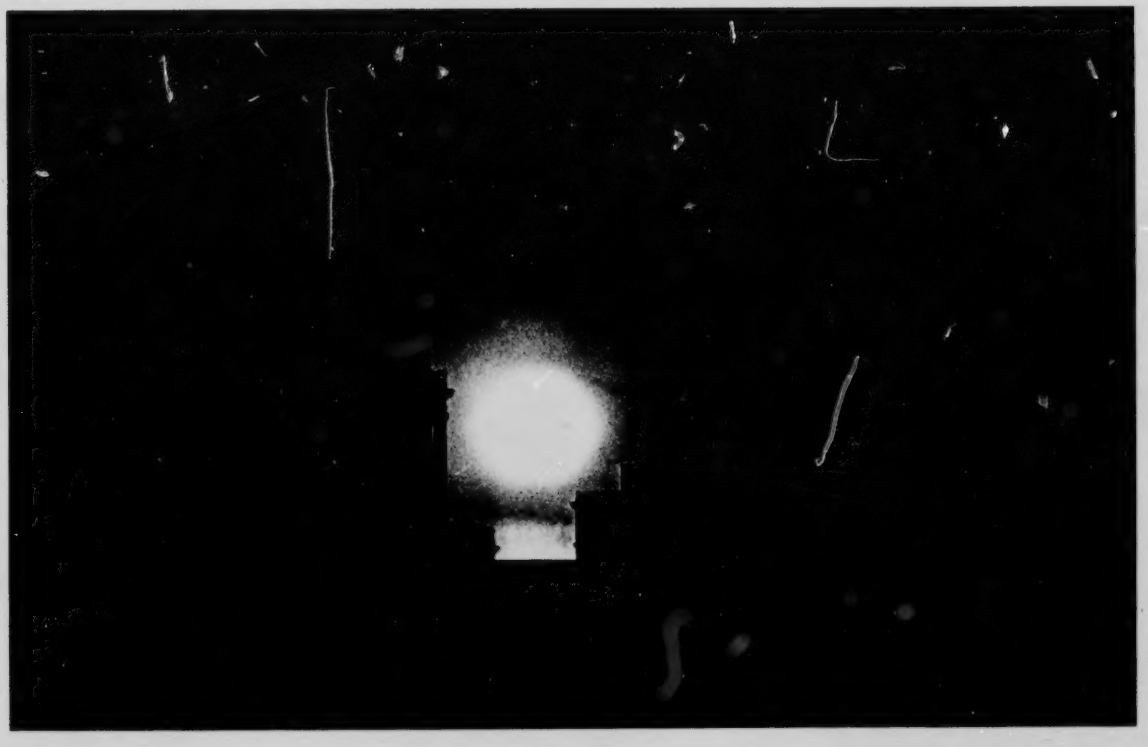
The institutions under discussion here are traditionally small and offer four-year undergraduate programs. Enrollment is less than 5,000 and the teacher education programs produce fewer than 100 graduates per year. A few (14%) are public but most (82%) are private. (Four per cent did not indicate whether they were public or private.) They may be the institutions which Astin and Lee (1972) dubbed "invisible."

> Higher education in the United States has evolved into a highly refined institutional status hierarchy that is unified by a common value system. Like most status systems, it comprises a few elite and widely known institutions, a substantial middle class, and a large number of relatively unknown and therefore "invisible" institutions. Although most Americans know the names of the prestigious private universities, the state universities, and the distinguished private colleges, and while most are aware of the expanding state colleges and the burgeoning system of two-year colleges, few realize that one of the largest segments of the higher educational population – at lease one-third of all the four-year institutions – consists of relatively little-known private colleges. (p. 1)
>
> We ... settled on the term invisible for several reasons. First, it is more descriptive than evaluative. Second, it helps to focus attention on what is probably the chief problem facing such institutions: their obscurity and the consequent lack of concern for their welfare within the community of higher education. (Astin & Lee, 1972, p. 2)

The small college described by Astin and Lee usually presents students with a relatively structured curriculum which may leave little time for individualized programs and electives. Aside from required coursework and preservice clinical experiences in teaching, there are institutional demands for general studies, course work in religion (if the institution requires it), and state teacher certification requirements which must be fulfilled.

At small colleges, the inclusion of all materials to cover all provisions of Public Law 94-142 within a four-year span has become almost impossible to schedule. The problems inherent in moving to an extended program of teacher preparation are discussed in a previous section of this chapter. Here, it should be noted that many colleges now find it necessary to require teacher education students to complete requirements in excess of those typically identified for the baccalaureate degree.

Another issue related to time is the fact that, increasingly, as with other programs, students seeking to enter teacher education programs may be underprepared. They may need additional time to develop basic competencies. In the past, such competencies were a pre-condition for admission to education programs. Thus, colleges now must provide supportive services in, and assistance for, the development of basic skills, which represents an additional demand on already constricted resources. This problem has confronted public institutions for years as the result of open enrollment policies. It is a problem which will be resolved only when teacher educators at all types of institutions set high standards for admission to, and retention in, teacher education programs.



However important time is in determining priorities in small college teacher preparation programs, it still is less important than other factors, such as faculty expertise, funding for program development, and curriculum. It is the one commodity over which teacher educators can exercise a limited degree of control and which they can extend, within reasonable limits.

A pitfall to be avoided by small college teacher educators is the tendency to increase requirements for their students at the expense of other academic requirements. The practice does not contribute to the desired cooperation and support of colleagues in the arts and sciences. Small college teacher educators must avoid upsetting the balance which is achieved when all academic constituencies on campus develop a plan to insure that teacher education students will attain essential competencies. But if colleagues feel that their programs are being sacrificed to enhance a teacher education program, they may cease to support further program development at critical periods.

It is difficult to prove that extending the time for teacher preparation will solve the problems now associated with the limitations imposed by the traditional four-year model. Some teacher educators argue that time is not so important a factor as are admission and retention policies, curriculum, opportunities for field experiences, and other variables. However, the AACTE Task Force on Extended

Programs for Teacher Education (1982) presents a strong case for justifying the extension of programs:

> A major question for the profession is whether the current point of demarcation along the continuum of professional development, marked by the initial certificate, is appropriate in the context of current societal expectations for teachers and schools and the complexity of society. The current four-year, baccalaureate degree model of teacher education has remained relatively constant for half a century. During this period the schools have been assigned new roles with attendant responsibilities for teachers; society has become more complex; school populations have become markedly different; and research on learning and teaching has produced a greatly expanded knowledge base.
>
> In the 1976 AACTE publication, *Educating a Profession*, teacher education is described as an emerging profession, currently a semiprofession. The authors indicate that a profession possesses a body of knowledge and a repertoire of behaviors and skills needed in the practice of the profession. Further they note that these abilities, and understanding the underlying theory, are not generally possessed by the non-professional. When the current four-year model was adopted, teachers were among the best educated people in a community. Now, however, a much larger proportion of the population completes college degree programs. In fact, the baccalaureate degree is an expectation for people in a variety of occupations that did not require a college education fifty years ago. The result is that beginning teachers today are not among the educationally elite in the communities of their employment.
>
> During recent years, particularly the decade of the 70s, federal and foundation support for educational research resulted in a rapid expansion of the knowledge base. While much of the literature yet remains to be codified and synthesized, the time available within a traditional four-year teacher education program is not sufficient for careful review of the research base. Guaranteeing a minimally effective beginning teacher will require the addition of material that reflects recent research. This will increase the strain on a four-year program. (p. 1)

Whether extended programs for teacher preparation will be the answer to the problems arising from the limitations imposed by time remains to be seen. It is, however, essential that teacher educators at all types of institutions re-evaluate the factor of time as it applies to (a) enhancing faculty effectiveness, (b) enabling students to develop essential competencies, and (c) providing opportunities to revise or develop curriculum. The result might be a plan of action to make the three activities more nearly achievable.

CURRICULAR CONSTRAINTS ON SMALL COLLEGE TEACHER EDUCATION PROGRAMS

Responses to the AACTE Small College Survey reflect concerns of teacher educators at small colleges over the curriculum. The responses of participants in the survey to the question, "To be most helpful, what topics regarding small colleges and education of the handicapped need to be addressed in a monograph for small colleges that is being developed through AACTE?" included the following:

- description of what regular classroom teachers need to know to be adequately equipped to work with exceptional students;
- incorporating special education topics into the regular education curriculum;
- model programs for small colleges, especially programs for a minor in one or more areas of educating handicapped young people; sample curricula – context of units or courses;
- specific content information, such as diagnosis/identification/assessment of exceptional students; working with parents; using IEPs; informal and formal evaluation proceedings.

Some of the items listed could easily be addressed if special educators were members of faculties at small colleges. The creative ways with which institutions have approached these issues are described in a later chapter. Here, the particular strengths and weaknesses of small college teacher education programs which may cause them to fall short of or exceed the goals they set must be examined.

The factors inhibiting curriculum development and innovation in small colleges, which have been discussed in this chapter, are limited financing and resources, overcrowded curricula, and the need to act on state mandates. An additional inhibitor is the limitation in degree and scope of the available support systems and services. The curriculum changes required to prepare teachers to comply with Public Law 94-142 require the support of television and graphics productions, research and evaluation resources, printing and reproduction services, library and audio visual resources, and curriculum development supports. All are less available in small settings than in large schools.

If the disadvantages faced by teacher educators in small colleges are so extensive, what are the advantages? The most important, undoubtedly, is the small college's institutional capability to facilitate

change; second are higher levels of communication and greater flexibility with regard to change which can be achieved. Although support systems and services are probably limited, access to them may be easier than at larger institutions. Small college teacher educators also can overcome other disadvantages by enlisting the aid of local school personnel, and sharing, to some extent, the more substantial holdings of audio visual and printed materials of local and intermediate school districts and other agencies.

The Impetus for Change

In recent years, an impressive collection of documents has called for change in the way teachers are prepared. The seminal work in this series was *Educating a Profession* (Howsam, Corrigan, Denemark, & Nash, 1976). It made a series of far-reaching recommendations that challenge teacher educators and hold serious implications for the entire profession. Indeed, the authors wrote,

> What the profession needs is a totally new set of concepts regarding the nature of the emerging human service society, its educational demands, the kinds of delivery systems necessary to provide public access to continuing educational opportunity, and the types of professional personnel and training required to reform public education in America. (p. 138)

Since then, AACTE has allocated a considerable portion of its available resources to the development and identification of essential professional competencies for beginning teachers. It has been aided in this task by teacher educators, representing member institutions, who have met in task forces and at annual meetings.

NCATE also has assumed a leadership role in the identification of specific competencies which are required of all teachers who will work with handicapped students. These competencies are the outgrowth of the special education standards which the organization developed over the past two years.

Smith (1980) presented a rationale for the total reform of teacher education programs beyond the traditional model. He proposed the development of a mandatory course in exceptionality:

> The concepts and principles pertaining to exceptionality provide a framework within which to understand all children. Much is to be said for the claim that normality, whatever it is, is best comprehended when viewed in the context of the total range of human variability. To understand the mentally retarded, the gifted and the talented, the emotionally handicapped, auditory and visually disabled, speech and language disabled, societally neglected, and those with physical and specific learning disabilities, is to be well on the way to understanding all children and to becoming a knowledgeable teacher.

> The course in exceptionality should be systemmatic, thorough, and accomplished by clinical observation and experience with students who exemplify the various categories of exceptionality. This means that the work in the concepts, principles, and facts of exceptionality should be accompanied by a clearly developed plan of clinical work in the training laboratory. (p. 41)

The content of the course in exceptionality proposed by Smith does not necessarily break new ground in identifying competencies for regular educators; what is interesting is that Smith would make the course the cornerstone for his school of pedagogy.

More recently, the National Education Association (1982) presented a series of recommendations for change in teacher education programs and a set of standards to be applied when approval of these programs is being considered. Among the standards suggested are the following:

> 4.2.5 *The program provides instruction in developing procedures for working with and promoting learning for students with exceptional behaviors.*
>
> Criteria for Compliance
>
> 1. Instruction is provided in the basic methods of teaching students with different learning, physical, and social/emotional disabilities.
> 2. Instruction is provided in methods of identifying exceptional behaviors.
> 3. Instruction is provided in the process of making referrals.
> 4. Instruction is provided for working with special service personnel.
>
> Evidence Questions
>
> 1. Is there direct instruction in methodologies for working with learning disabled students?
> 2. Is there instruction in how to recognize exceptional behavior?
> 3. Is experience provided in processing referrals?
> 4. Is experience provided in understanding the Individualized Education Program (IEP) process?
> 5. Is experience provided in working directly and intensively with K-12 students with a wide range of exceptionalities? (p. 30)

The NEA plan, if adopted, would establish a professional standards board at the state level. This agency would be governed by a majority of K-12 teachers who are members of the majority national teachers' organization and would be responsible for applying the NEA standards to teacher education programs within a state (p. 36). The pro-

posal also "calls for state approval being coupled with NCATE approval to ensure that all aspects of teacher education programs will be considered at the appropriate level of specificity" (p. 16).

The AACTE Task Force on Profiles of Excellence in Teacher Education recently re-examined the generic competencies developed in *Educating a Profession* (1976) and issued the position paper, *Educating a Profession: Profiles of a Beginning Teacher* (1982c) which is addressed to the specialized pedagogical knowledge and skills for the preparation of teachers who will work with handicapped students in regular classrooms:

> Generic knowledge of teaching provides a basis for more specialized pedagogical knowledge and skills, some of which relate specifically to the subject or content to be taught and others to the age or grade level of the learner. Still other competencies are linked with the cultural backgrounds and physical and mental abilities of the learners. While knowledge and skills associated with teaching students from different cultural backgrounds or with certain physical or mental handicaps are imperative for all teachers, they extend beyond the generic elements and are related to special needs of learners.
>
> Professional studies in this component should enable teacher candidates to —
>
> - employ diagnostic techniques, design instructional strategies and curricula, select and use materials, and engage in management procedures that are unique to a subject field, grade level, or set of student group characteristics;
> - identify special student needs based on cultural backgrounds and physical and mental abilities;
> - identify specially trained personnel in academic fields other than the teacher's own who can serve as instructional team members, consultants, resource personnel, or persons to whom referrals are made. (p. 12)

The AACTE report also challenges teacher educators to re-examine and re-evaluate existing programs to determine if the needs of prospective teachers are being met. It emphasizes focusing this re-evaluation not only upon the professional studies component of the teacher preparation program but, also, on general education, pre-professional studies, and the academic specialization (p. 13).

Of course, the primary impetus for change in the preparation of regular educators to work with handicapped children and youth comes from Public Law 94-142, which is the legislative manifestation of a critical need which was identified earlier by parents of handicapped children and youth, teacher educators, and practitioners. In many

instances, these groups initiated the practices which subsequently were incorporated in the law.

Assessing the Need for Change

Teacher educators at small colleges cannot and, indeed, do not deny the need for change resulting from Public Law 94-142. They also see the advantages which will accrue to their programs and students following such change. The responses of participants in the 1982 AACTE Survey of Small Colleges to the question, "What do you see as advantages to small colleges in preparing regular educators to work with handicapped students?" included:

- greater individual assistance for preservice teachers and closer relationship between professors and students during the preparatory period;
- exposure to handicapped students – more opportunity for practical experience;
- flexibility in curriculum planning and emphasis;
- teamwork and interdepartmental cooperation (less specialization);
- smaller classes;
- a more "marketable" graduate;
- better over-all preparation of teachers; and
- helps develop better understanding and empathy for others.

It is interesting to note that the most frequent (27%) response – greater individual assistance for preservice teachers and closer relations between professors and students during the preparatory period – is related to the small college characteristic of support and close interaction between students and teachers (see Jonsen, 1978). It may be that teacher educators at small colleges are seeking to maintain or enhance a priority which they have already identified.

The least frequent (4%) response – helps to develop better understanding and empathy for others – is mentioned as an advantage less often because small colleges, by virtue of their mission and size, already view this characteristic as a desirable goal at the institutional level. Development of these competencies would be a requisite for students in most small college preparation programs.

Obviously, teacher educators at small colleges view seriously their obligation to base teacher education on the mandates of Public Law 94-142. The 1982 AACTE Survey results provide ample evidence that most of the components identified in the survey have been incorporated fully or to some extent in small college teacher education programs. Areas where significant attention is still needed are (a) working as a team with special educators, (b) working with parents, and (c) field experience with handicapped students. The absence of these critical competencies is an indicator of weakness in some programs, because they all focus on interactions outside the campus community. They also may point to failure to use community resources and support personnel.

Whenever teacher educators at small, or large, public, or private universities and colleges are confronted with the need to change programs, the question of how to do so becomes important. Given that teacher education curricula are traditionally overcrowded, it is not always possible or desirable to add courses, the issue of extended programs in teacher preparation notwithstanding.

The respondents to the 1982 AACTE Small College Survey indicated that they have handled the development of competencies to prepare regular educators to work with handicapped students in regular classrooms in three different ways: (a) a course in special education, (b) modules in a course not primarily devoted to special education, and (c) infusion of new content throughout the curriculum.

The majority elected the first option. This choice may reflect the fact that 56% of the institutions responding to the survey indicated that they had preparation programs leading to certification of special educators. Thus, they had faculty with the expertise to teach such a course.

The history of teacher educators' responses to Public Law 94-142 is relatively brief. It is difficult to assess at this time which of the three response mechanisms – specialized course work, modules inserted in existing courses, or infusion throughout the curriculum – is most successful for developing the competencies which regular teachers need.

The issue is not whether teacher educators are willing to recognize their responsibility for developing teachers' capabilities to comply with Public Law 94-142 but, rather, whether they can marshal the resources necessary to effect institutional change. To assess change or anticipated change to improve the quality of teacher preparation programs, the AACTE Task Force on Shortage/Surplus and Quality Issues in Teacher Education (in preparation) surveyed teacher educators at 239 member institutions. The sample comprised 46.98% private and 53.02% public institutions. More than one-half (124) of those sampled could be classified as small colleges, having fewer than 130 teacher education graduates per year. The results offer conclusive evidence that changes in teacher education programs are currently

taking place and that additional changes are anticipated. The majority of the respondents indicated that these changes, even though in many instances they represent responses to mandates from outside agencies, are improving the quality of teacher education programs. The survey does not deal specifically with changes related to how teacher educators at small colleges prepare regular educators to work with handicapped students but it does reflect the emphasis given to the re-examination and re-evaluation of teacher education programs in order to enhance them.

SUMMARY

Small college teacher educators who now are adapting to the need to prepare their students to instruct handicapped young people in regular classrooms face problems which may be endemic to their institutions. These problems – inadequate funding, insufficient personnel, time constraints, restricted resources, and overcrowded curricula – may be offset, however, by the advantages inherent to small institutions: flexibility, excellent reputation of programs, and the capacity of the programs to be innovative and responsive to internal and external mandates. Nevertheless, small institutions are more or less at the mercy of economic and demographic forces which may make the difference between survival and doom and thereby limit diversity and opportunity in teacher education. Those small colleges which are able to survive will be well prepared to meet the need of society for teachers who can provide instruction for students with a variety of needs.

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Chapter Two
Revising the Teacher Education Curriculum: Models Of Change

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ABSTRACT: *The authors examine the change process and give three process models for revising curricula in teacher preparation programs. They are institutional, personalized, and workshop. The three methods currently used to introduce changes in curricula also are discussed. They are infusion, modules, and added courses. Examples and sufficient information are given to help institutions to decide which path to choose.*

The problem facing many teacher educators is not whether to change programs to prepare students to meet the requirements of state and federal legislation, particularly Public Law 94-142, but how to make the necessary changes in the philosophy and content of the curricula. Because change itself has been the subject of extensive study, it is possible to identify the applicable principles. Hence, to inform teacher educators on how to undertake the process of curricular change, there is presented in the first section of this chapter a discussion of three process models which have been successful in different institutions. They are identified as *institutional*, *personalized*, and *workshop*. These models are based on the following rationale:

To be effective, change must be orderly.

The people who will be affected must be aware of the need for change and of the process.

The change must be complete. If half-way measures are applied, the message is one of "meeting requirements," not of accepting a new philosophy.

The change must be workable. Only by systematically involving faculty members in the process can the practicality of the change be assured.

The curricular change must have a future, that is, it must be expected to last beyond the generation making the revisions.

The revision process must reflect thought, care, respect for individuals, and attention to accepted standards (e.g., NCATE and/or program evaluation processes).

In the second section, the new curricular content is discussed and in the third section , the methods of change. The latter are the infusion model, modules, and added courses.

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PROCESSES FOR CHANGE

The three processes discussed in this section are *institutional*, *personalized*, and *workshop*. All three have been tested in different small colleges and found to be practicable. They can be combined and or revised to suit a specific institution and its particular needs.

Institutional Process

The institutional process model uses the administrative strengths of the institution. Because it operates within the organizational structure it insures that the resources and support necessary for the work will be available and that the change instituted will likely be permanent. The steps in the model are shown in Figure 1. To facilitate the discussion, the steps are numbered in the following description.

1. Identification of Problem

The focus of our change problem is the need to prepare future teachers to work with handicapped students in regular classrooms. The requirements of Public Law 94-142 set the conditions. By involving the highest level of institutional decision makers in identifying the problem, it is possible to educate the administrative staff in the need and to gain their support for the remainder of the process.

At Bethany College, the Executive Committee includes no education faculty members. During the process of educating the committee on the need for curricular change, the purpose of this study was clarified.

2. External Pressures and Forces Identified

The federal legislation is only one external pressure for change. At Bethany College, other pressures came from state legislation that is similar to the federal law, requirements included in the program objectives for state program approval, NCATE standards (i.e., Standards 2.1.2 and G 2.1.2), and changes in cooperating school systems moving toward mainstreamed classrooms. Careful analysis of all relevant requirements assists in determining the criteria within which the intitution must operate.

3. Needs Assessment

Needs assessments are described in many publications. Any one can provide the guidance needed for this step. Resources that have proved useful include information from analyses of external parameters, and guidelines from professional organizations and state, regional, and local education agencies. The formal participation of such groups began at this level in the Bethany College experience.

4. Discrepancy Check

When the legal requirements and the "ideal" are known, it is essential to conduct a discrepancy check: Determine the actual content of each course. This check enables one to avoid making changes that do not need to be made and repeating content across courses.

At Bethany College, we found another advantage in this part of the process: When faculty members began this check, they became aware of needed changes and of the things they were already doing.

5. Decision Making

Participants in the decision-making process must analyze the results of the needs assessment and discrepancy check and decide how best to use the data collected. Some of the decisions they must

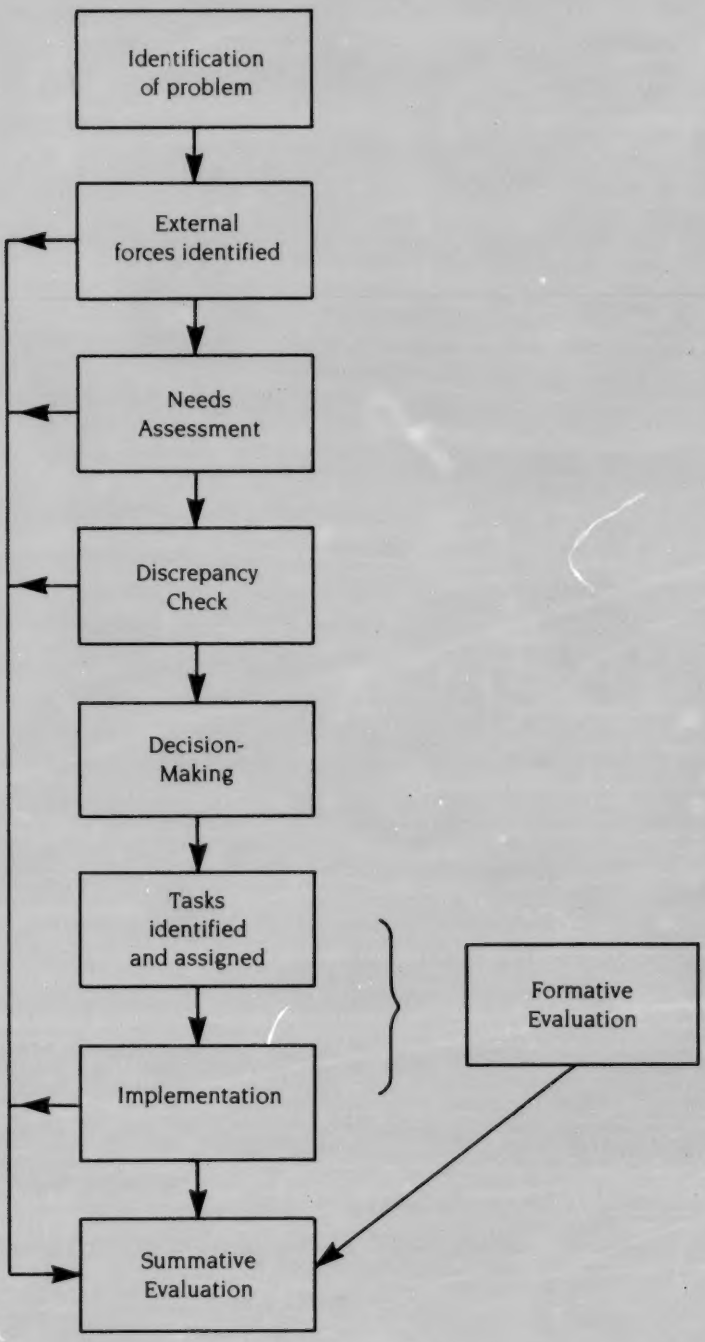


Fig. 1. Institutional Process

make are (a) the extent of change needed, (b) who is to make the changes, (c) who is to be responsible for the process of curricular development, (d) what means of change are to be used (discussed in a subsequent section), and (e) the timeline for change and implementation.

At Bethany College, decisions were carried out as they were made. In other institutions, it may be best to make all decisions before changes are initiated.

6. Tasks Identified and Assigned

The clear identification of tasks and specificity of assignment helps to overcome the seemingly endless details of revising a curriculum. It also aids in the elimination of faculty resistance to such changes.

Working in teams or individually when appropriate, the staff at Bethany College was able to use the limited funds for faculty development more effectively and to acquire the necessary library and instructional resources more efficiently. Even faculty members not directly involved in teacher preparation can and should participate in the changes being made.

7. Implementation

In the process of making curricular change, it is easy to draw a deep breath at this point and regard the process as complete. It is, in fact, only the beginning. For many educators, the idea of working with exceptional students in regular classrooms is difficult to accept, in part because it was so seldom done in the past. Support and assistance during the implementation stage may be needed by faculty members to overcome their negative feelings.

At Bethany, many educators and experts were brought in as speakers, resource persons, and formative evaluators (see item 8) to provide information about mainstreaming and handicaps and to check changes for accuracy and appropriateness. It is also necessary that implementation be monitored to insure that all planned changes are indeed put in place.

8. Formative Evaluation

Throughout the process, formative evaluation should be conducted. Formative evaluation occurs as an on-going process during curricular change. Results of formative evaluation are fed back into the process and may help determine its direction. Information from the discrepancy check assists in this process. Regular and periodic checks with other faculty members, administrators, and, most important, external experts assures making curricular changes that are relevant to the needs of classroom teachers who will instruct exceptional students. Formative evaluation also helps to identify appropriate field experience sites for teacher preparation students to work in and observe throughout the program.

9. Summative Evaluation

When the process has been completed and the curriculum changed, it is very useful and important to have external and internal educators carry out a summative evaluation. Summative evaluation occurs when the curricular changes have been completed and implemented. It is a "final" evaluation. Review of the external parameters, the needs assessment data, and the discrepancy check should be the first step. The second should be a review of the revised program.

Since developments in the knowledge base for mainstreaming have occurred rapidly, it is vital at this point to review those that have occurred since the beginning of the change process.

By using the institutional process model, the institution is assured of three things: (a) All faculty members engaged in teacher preparation will be involved in adapting the curriculum to the needs of students who will work with exceptional children in regular classrooms. (b) The curricular revisions are thorough and complete. (c) The changes are most likely to be institutionalized.

Personalized Process

The traditional view of change agents is not totally appropriate to small institutions. When applying the personalized process for change to the modification of curricula in order to prepare regular classroom teachers to work with exceptional students in mainstreamed situations, it is fitting to employ a skilled, trained educator as the agent for change. The decision to use the personalized model should be based on several factors: the credibility of the change agent, internal and external circumstances relating to the specific changes desired, and the flexibility of strategies to obtain the broad goal. For purposes of discussion, examples are drawn from various small colleges that had Dean's Grant Projects, although a grant is not essential to using an individual as a change agent.

CREDIBILITY OF CHANGE AGENT

The personalized change agent is an individual who does not play a traditional role in the power structure. He/she attempts to orchestrate activities that will lead to the proposed curriculum revision. At four institutions that were surveyed, several common traits characterized the individuals who were responsible for change: They had a strong commitment to the moral imperative of Public Law 94-142; (i.e., to serve handicapped students in mainstreamed set-

tings); they recognized the need for orderliness and organization in the teacher education curriculum and were willing to assist in fulfilling this need; they had a high energy level. The latter trait was apparent even during phone interviews in that the individuals evidenced high degrees of enthusiasm in describing their activities. One respondent commented, "I lie awake at night thinking of things that can be done to make the process more effective."

Although change agents are frequently junior members of faculties, they usually have had five or more years of experience. The long-time department members have given them time to "prove themselves." In short, an agent for change must be seen as a peer and have proven him/herself in the traditional role. One respondent even assumed a work schedule that was compatible with the hours of long-time department members.

A sense of respect and an absence of the we/they dichotomy are important factors in the success of change agents. Understanding the philosophies of faculty members and having an awareness of their different views facilitates change. Change agents must be cognizant of and able to use a variety of motivational techniques to keep faculty members interested in completing the activities related to curriculum revision. The techniques range from bringing in external, credible individuals, such as state department certification personnel, to the use of other mandates (e.g., Section 504), to the encouragement of individual activities by faculty members in education as well as liberal arts. Modeling behaviors, by both agents and other highly respected faculty members, also should be used to motivate individuals whose assistance is needed in curriculum revision.

An essential element in the change-agent role is a sense of mission; it is more important to the individual than the short-term credit given for past accomplishments. One respondent put it in terms of "stroking" colleagues: "It is more important for other faculty members to obtain credit and recognition for accomplishment of activities."

Change agents do not have a traditional power base. Much of their direction must be continually renegotiated and consensus reached with peers. For example, when faculty members manifest the classic humanistic/behavioristic split (Morsink, 1980), they can be encouraged to read Bropy's (1982) material on classroom management to understand that many theoretical approaches are possible in classrooms. In other words, when agents supply information (readings, etc.) they can help faculty members to clarify points of view and reach consensus.

CONTEXT FOR THE PERSONALIZED PROCESS

At any given time in a teacher education unit, there are present a series of explicit as well as implied goals. They are directed to the satisfaction of different audiences (students, faculty, administration, academic affairs, and external groups such as NCATE and state departments of education) and they have different time frames. Some are short range while others have fixed or longer time periods. Others are, to some extent, on-going.

In moving toward the satisfaction of these goals, a complex of activities occur. Often, these activities do not have a given timeline;

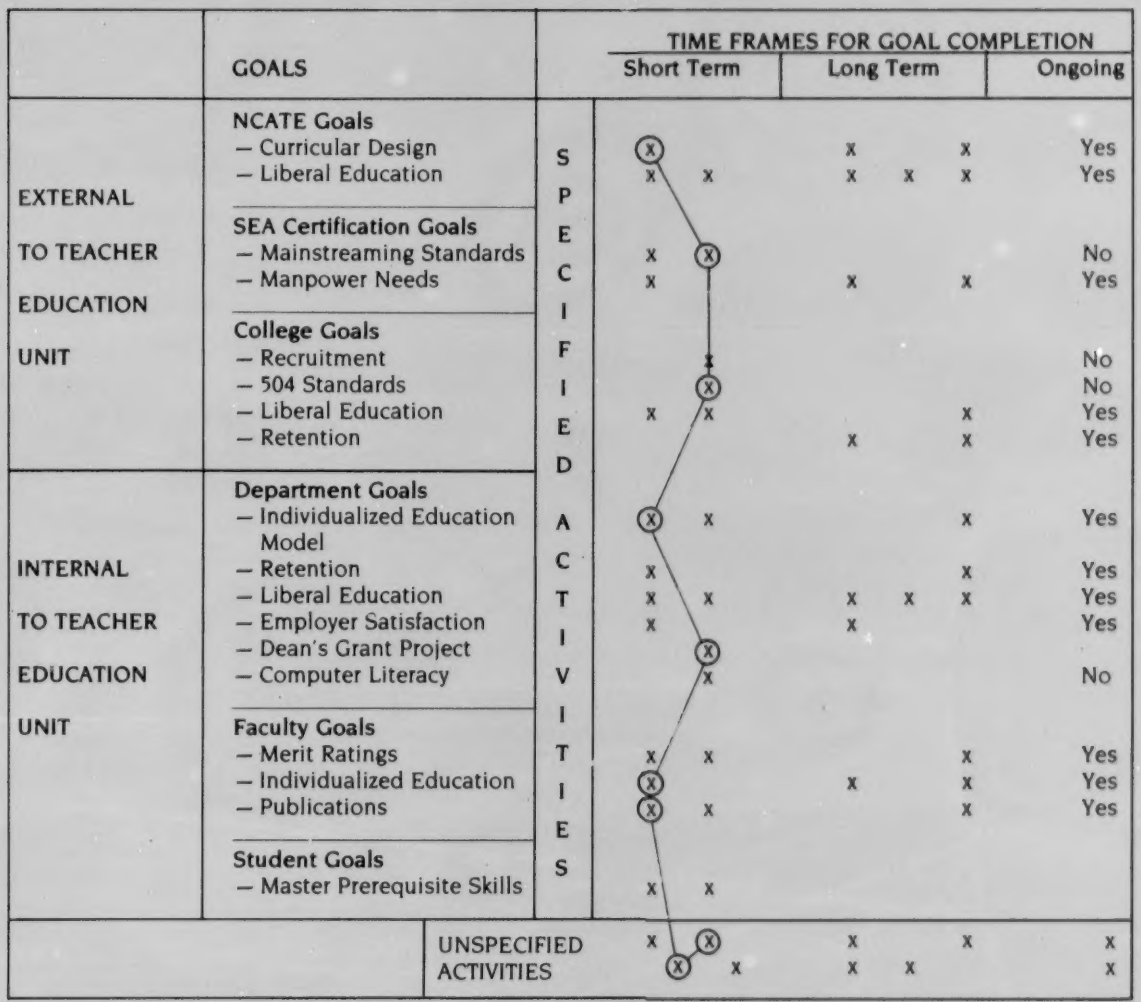


Fig. 2. Relation of Activities to Goals

they are chosen because of a perceived congruence with an explicit goal and are carried out when the opportunity arises. Furthermore, a given activity may have the potential for fitting into other activities that lead to more than one goal. Figure 2 displays this concept.

The selection of activities, which is the primary responsibility of the change agent, should be related to the goal or preplanned outcome of the curriculum revision (preparing regular educators to meet the needs of handicapped students in regular classrooms). Experiences of faculty members may provide a starting point. Attendance at confer-

ences and readings may suggest activities to encourage. Faculty members' discussions of completed activities may lead the agent to select subsequent activities, which he/she may not have thought of prior to the discussions. Understanding the context of operations clarifies the scope for the activities of the change agent. In the discussion following, these areas of activity are described in relation to the desired adaptation of the curriculum. Examples are drawn from The College of St. Teresa and the work carried out there through the Dean's Grant Project.

ACTIVITIES OF THE PERSONALIZED CHANGE AGENT

In studying the complex of goals simultaneously operating in an institution, it is necessary to consider those that are internal and external to the teacher education unit. At the internal departmental level are the goals of faculty members, for example, satisfaction in teaching. However, achievement of such a goal may be hindered by students' lack of prerequisite skills (e.g., lesson design not mastered at the General Methods level), which forces a faculty member to cover too much content.

Another internal goal is that of not losing students to other departments or institutions. Departments compete with each other to offer programs and courses that will attract students; one source of attraction is the teaching of skills that make students more desirable employees.

External forces generate goals for teacher training. Examples are the NCATE Special Education Standards for the training of regular educators and a state's requirement that handicapped children be mainstreamed. Predominant, of course, is the legislation mandating schools to educate handicapped with nonhandicapped pupils in the same classrooms.

The change agent's task is to identify those internal and external goals that support the curriculum changes which he/she is trying to initiate and to bring them to the attention of all faculty members. The less a faculty is satisfied with the present achievement of existing goals, the more likely its members are to suggest a major overhaul of the curriculum, a suggestion that indicates a desire for improving program quality.

By linking the personal goals of faculty members and their professional interests, a change agent can develop a fertile field of operations. For example, when a psychologist who is interested in linguistically different students can be encouraged to work with a reading specialist, the overlap of their interests may advance the goal of curriculum revision. The interests of an institution's administration in observing the architectural and employment regulations of Section 504 overlap with departmental interests to prepare teachers to function under Public law 94-142 and add to the force of the change agent's arguments.

Several other conditions also are incentives for a revised teacher education curriculum, for example, (a) the congruence between the NCATE Special Education Standards and state certification requirements, (b) closer relations between field-based experiences and classroom activities, and (c) the opportunity to eliminate duplicate content in different courses.

STRATEGIES IN THE PERSONALIZED MODEL

Three strategies must be employed if a change agent is to be effective and change is to be orderly and long-lived. (a) He/she must provide a means for feedback to refocus both objectives and strategies and achieve consensus. (b) He/she must use a populist decision-making model. (Faculty members must feel ownership in a curriculum revision.) (c) He/she must develop the concept of change as a process rather than a static product.

Workshop Model

In an age when faculty members tend to lack the skills for and knowledge on the mainstreaming of handicapped students in regular classrooms and, in fact, even may be hostile toward the concept, the workshop model for bringing about curricular change may be the most effective. As more institutions must deal with fully tenured departments and lack the funds to hire new specialists, the retraining of faculty members by use of the workshop model is a financially appealing alternative. Depending on this model also helps to develop among faculty members a feeling of interdependency: "We are all in this together so let's make the best of it."

PLANNING PROCESS

Prior to the actual scheduling of the workshops, the agency or people engaged in the planning should seek the overt approval and support of the administration. The following steps then must be completed:

1. Involve as many faculty members as possible in setting the objectives and deciding on the strategies for the workshops (e.g., number, type, leaders).

2. Determine the population that will participate in each workshop. This decision should be based upon faculty members' backgrounds and training and the areas of the curriculum for which they are responsible. Faculty members must be convinced of the relevance of the workshop to their own roles.
3. Some means must be found of insuring faculty participation in the workshops. Administrative edict can be used but other and more positive means of rewarding participants increase receptivity. Release time, stipends, awards of merit, and the like should be considered.
4. Use external requirements as the basis for workshop presentations. Hold training sessions prior to an upcoming NCATE visit or state program approval. Join on-campus, long-range planning.
5. Pay attention to the timing, location, and expected results (product, behavior, etc.) of workshops. The better the planning the more successful will be the conduct of the workshops and the higher will be the interest level of the participants.

A number of specific decisions must be made to insure the success of the workshops:

1. Who will do the training? If possible, use current faculty members. Other possibilities are area classroom teachers, members of local district central office staff, people from the state department of education, and, of course, individuals who are experts in specific facets of special education and mainstreaming.
2. How long should training be? Where should workshops be held? Length of training depends upon how much time and money is available and the preferences of faculty members. In the retreat model faculty members leave the campus and familiar surroundings to work in a secluded environment. On-going workshops take several weeks or months of regular meetings with tasks to be completed between sessions. Sequential workshops that build skills or knowledge in specific steps involve faculty members on an "as needed" basis.
3. What outcomes are expected? Results should be defined objectively so they can be observed or measured. What is expected and why it is important should be made clear. It is best for faculty members to review and approve expected outcomes before they are adopted.
4. How will results be evaluated? It should be made clear from the beginning that outcomes will be evaluated and what the methods will be. The actual process should relate to the nature of the outcome and be a part of the reward process. In the cases of curriculum revision, the focus should be on the relevant courses.
5. How will the workshops be evaluated? Feedback from participants should be sought. The planners also should examine data from the evaluation of the results for indications of the workshops' success.

CONTENT OF WORKSHOPS

When the purpose of the workshops is to adapt the regular teacher education curriculum to the requirements of mainstreaming, the contents of the workshops should vary. Some of the topics that should be focused on, for example, are (a) Public Law 94-142 and related regulations; (b) status of mainstreaming in public elementary and high schools, and, indirectly, in field sites for preservice place-

ments; (c) materials for working with handicapped pupils; (d) techniques for instructing pupils with special needs; (e) special curricular adaptations; and (f) classroom management skills.

INSTITUTIONALIZING CURRICULAR CHANGES

When the series of workshops is complete, the problem that remains is how to insure the adoption of changes in the curriculum. The most effective way of insuring the permanence of change is to use a self-study format (similar to that of NCATE) to describe the total teacher preparation program. The specific changes relating to mainstreaming can then be highlighted and assessed for completeness. This model is especially useful where a majority of faculty members are tenured. Examples of the use of self-study formats are found at the College of St. Catherine, the Southern West Virginia Consortium, and throughout the country in the ACTE state affiliate's program.

Summary

Advantages and disadvantages of each process model should be examined before an institution decides which process or combination of processes to use to revise or adapt its teacher preparation program.

The institutional process model has its strengths in the accountability that is built into it; the institution is assured that the project will be complete and will change the institutional aspects of teacher preparation. The model is not dependent on any one person to achieve its goal. It also insures the institution's commitment to the results of the process.

Yet many faculty members perceive the institutional model as bureaucratic, which can hinder its usefulness. It takes time to work and is slower to show results than the other processes. If it is used carelessly, it can be dehumanized and lack the personal touches that many small colleges rightfully pride themselves on.

The personalized model has its greatest strength in the vitality and enthusiasm of the person chosen to be change agent. It uses the knowledge, skills, and commitment of the agent to guide faculty members along the path to curriculum revision. For small institutions, the model offers centralized planning and direction and efficient use of staff members. In many ways, this model is the most humanistic of the three because it allows for differential staff training.

However, because the personalized model is highly dependent upon the person chosen to act as change agent, the process seldom survives if that person leaves. Selecting someone else to act as change agent means starting the whole process afresh according to the new person's ideas. The change agent's personality is of considerable moment. If he/she cannot win the respect and willing cooperation of faculty members, the situation is sterile. Other potential problems lie in how the curriculum changes are attempted; if little control is exercised, the program may lose coherence and gaps may show up in the content taught.

The workshop model is a group-building process that focuses on the nature of the program and staff members as a totality, breaks

down the requirements for curricular revision into operational areas, and is directed to faculty development. The format virtually insures that essential knowledge, skills, and attitudes for training in mainstreaming procedures will be imparted to regular education faculty members who, in turn, will make them part of the teacher preparation curriculum. The workshop model also uses resources wll in relation to the feelings and attitudes of staff members.

Unfortunately, the workshop model is staff dependent and can be expensive. If a knowledgable staff member leaves, his/her skills and knowledge leave also. If the plans for the workshops include off-campus retreats and the use of out-of-state speakers or trainers, financing must be arranged to cover costs, which may not always be possible. Furthermore, enthusiasm for changes during workshops does not necessarily mean that the changes will be made. Special measures sometimes are essential to guarantee the transfer of talk into action. It should be noted that the attitudes of college-level personnel toward inservice workshops may be no better than those of public school teachers; thus, care should be taken to make sure that the workshop content is relevant and that individuals are suitably rewarded for participation.

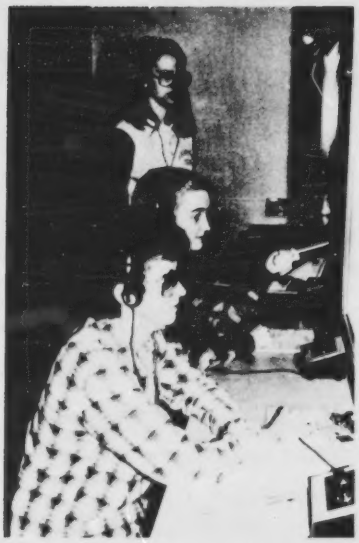
The faculty of each institution should examine its needs and then choose the method or process that is consonant with its operations and members. An individualized change process can be created by blending or revising processes to meet the specific needs and goals of an institution. For first-hand impressions of the different processes, people in colleges that have used the different processes can be interviewed. Dean's Grant Projects are a ready resource for information and suggestions; calling upon project staffs can save time and energy in resource development.

THE CONTENT OF THE REVISED CURRICULUM

Before discussing *how* changes should be made in a curriculum, let us consider *what* the content of the changes should be. The question we must ask is, What is the new content? But first two related questions must be answered: Who are the handicapped students? What do we know about effective instruction for them?

The Handicapped Student

It is helpful to distinguish between children who are labeled mild or moderately handicapped and those who are more severely handicapped. From the data on various categories of handicaps, it appears that 90% of the children fall into four categories: Learning Disabilities (about 40%), Speech Impairment (almost 30%), and Mild Mental Retardation and Emotional Disturbance (together, about 20%). These children are served primarily in regular classrooms and resource rooms, a fact that dispels the myth that handicapped children are brought in from distant facilities to be integrated into regular classrooms. In fact, it is usually regular classroom teachers who recognize that this group of pupils needs extra assistance, but in order to receive it, the children must go through due process procedures and be labeled.



How are these children best taught? The methodology is well summarized by Haring (1978). He observed that in the last dozen or so years special education has become the one component of the overall educational system that relies most heavily on the scientific method and experimental research to improve instruction and remediate developmental learning and behavior problems. Basic research and application in learning instruction, social reinforcement, behavior modification, curriculum analysis, and sequencing have evolved from attempts to find the best methods of teaching handicapped persons.

If these techniques of special education are useful for this range of children, what does the regular classroom teacher need to know? Bateman (1971) described how important it is for an educator to consider objectives, task analysis, teaching (both motivation and management), and evaluation. Her book has been a standard in many special education classes over the last decade.

The manner of instruction for special education students, as described by Bateman and Haring, has striking similarities to the general models of instruction which, historically, have been taught to all teachers. For instance, Glaser (1962) posited the five principles of instruction to be as follows:

1. Develop clear and precise instructional objectives.
2. Measure entering behaviors to determine how far each student has progressed toward the objective, how he or she studies, his or her motives, etc.
3. Develop instructional procedures which base current learning on each student's entering behavior.
4. Measure each student's progress toward educational goals.
5. If one or more students have not reached the goals, provide additional instructional time, modify the instructional goals, or methods of assessing entering behavior.

The Hunter model of instruction, which currently is widely used in public school inservice programs, sets up the following features of a lesson design: mental set/objective, input, monitoring and adjusting, guided practice, independent practice, and evaluation. For many years, teacher education faculty members who teach methods courses have been stressing individualization and models of instruction, like those described, which have been characterized as rational means-ends planning models (Tyler, 1950).

Research on actual service delivery also is directed to the other information that should be included in a program for the preparation of educators to work in mainstreamed classrooms. In the following section, there are presented ideas and information garnered from a professor's experiences in a public school mainstreamed classroom, an analysis of IEPs, and observations on what occurs in resource rooms to further elaborate on the question of curricular content.

After returning to a regular classroom to validate mainstreaming competencies, Morsink (1980) suggested some workable methods

for regular education teachers who mainstreamed handicapped pupils. These methods include the use of modified mastery learning, data-based program evaluation, and peer tutoring in classrooms, and creative and innovative activities in learning centers. Teachers also need to know from the beginning of their careers that they are expected to deal with children with differences and diversity, and that they should not anticipate homogeneity. They need to be psychologically prepared to accept children with differences.

Schenck (1981) analyzed 186 learning disabled (LD) students' IEPs and found that the majority had been referred to LD programs because of some kind of reading problem. In the IEPs for these students, 63% were given objectives in the reading area; 36% also had objectives in spelling; 36% language arts; and a few in mathematics.

Nevin, Semmel, and McCann (1981), after a study of IEPs in California, reported that 79% contained explicit reading-related objectives. Sontag (1982) cited the findings of a Colorado study on the types of services being delivered to children with perceptual-communicative disorders (PCD):

> On the average between 30% and 35% of the time ... is spent on repetition and drill on basic skills and between 15% to 18% of the time is spent in one-to-one tutoring with regular classroom work. Therefore, roughly half of the special instructional time for PCD pupils is spent directly on academic work. (Shepard & Smith, 1982, p. 172; cited in Sontag, 1982, p. 67)

Other factors in determining the content of a regular teacher preparation program that is based on mainstreaming can be found in state certification requirements, where they exist. It is common for these requirements to call for understanding the legal basis for legislation for handicapped persons, characteristics of disabilities, procedures in the identification and referral of children, skills necessary to function in a team, skills for dealing with parents, and, finally, methods of instruction.

Existing research and the historical background of service for this mildly handicapped population add some information on the context for inclusion. Ysseldyke (1982) focused on assessment and placement procedures in learning disabilities. According to his findings, which make one question the value of teaching esoteric criteria for specific handicapping areas, even experts have difficulty agreeing upon the distinctions between regular education students with problems and classified LD students. He concluded that curriculum-based measurement is adequate for monitoring and evaluating progress on IEPs; performance in reading, spelling, and written expression can be measured validly and reliably in as little as one to three minutes.

The use of simple measures is a workable alternative to lengthy assessments. Lilly (1982) also echoed the importance of special educators working within the regular curriculum. Curriculum-based assessment, which focuses on analysis of student skills in relation to the regular classroom curriculum, is being offered as an alternative to the esoteric and complicated diagnostic procedures currently in use. Di-

rect instruction (i.e., direct teaching of important skills as defined in the school curriculum) is becoming the standard and preferred practice among a growing number of special educators. In essence, educators now recognize the richness and importance of the regular curriculum. The procedures that have been most effective with mild or moderate handicapping conditions are those that have been most closely aligned with direct instruction and the rational means-ends model. Awareness of this fact lessens the distance between regular and special education training.

In summary, the preceding information suggests caution in over-educating teacher education students in characteristics, evaluation procedures, and highly specialized functions. It is increasingly important to prepare teacher candidates to offer solid, direct instruction, based on a rational means-end model, to pupils who have difficulties in learning. The emphasis on providing special education or compensatory services over the past 20 years significantly influenced the attitudes of teachers toward youngsters with mild to moderate learning problems. The emphasis today is on providing good instructional techniques.

Idol-Maestas, Lloyd, and Lilly (1981) presented data to show that when children who are labeled "handicapped" are given direct instruction in regular curricular materials, they make amazing progress. This finding is in direct contrast to the commonly accepted tenet that the responsibility for learning rests in children, that is, how much they learn depends upon their intelligence and effort. However, much of the research on effective schools and educational excellence support the assumption that all children can learn. Thus, students in teacher preparation programs must not be discouraged about the difference they can make in the lives of youngsters with mild to moderate disabilities. But what about the children with more severe handicaps?

Bogdan and Biklin (1978) suggested that the key to most limitations stemming from disabilities is the societal response to the disability; society has conditioned us to see handicapped people as objects of pity who are dependent and incapable of making decisions, eternally childlike and generally incompetent, and manifesting unusual personality formations. Teachers must be aware of this source of conditioned prejudice and work to overcome the bias. The intent of mainstreaming for more severely handicapped learners is to inculcate in a new generation of citizens, both handicapped and nonhandicapped, an appreciation of each other. This appreciation cannot happen just by introducing simulation kits in teacher preparation programs or public school classrooms. It calls for a close and concerted educational effort to mingle children with severe disabilities with nonhandicapped children in as many natural activities as possible. Close working relations are essential, consequently, between teacher preparation programs and public schools that provide the best current models of serving more severely handicapped individuals. One such model is the severe and profound programs conducted by the University of Wisconsin-Madison and Metropolitan Madison School District (Taylor, 1982).

Extensive efforts must be put forth to insure that public schools and teacher preparation programs fulfill the spirit of Public Law 94-

142. It is the basis for understanding the intent of the least-restrictive-environment concept and the rationale of the law itself. Equally important is exposing students in teacher preparation programs to models demonstrating that children with severe disabilities belong on the same continuum with nonhandicapped children, that they can learn if they receive appropriate instruction and that they respond to accepting, positive attitudes just as other children do. When classroom teachers have positive attitudes toward severely handicapped children, they are able to condition nonhandicapped children to adopt the same attitudes.

CHANGING THE CURRICULUM: THREE MODELS

Successful methods for adapting a curriculum to prepare teachers to function in mainstreamed settings are (a) *infusion* in the present program curriculum, (b) *modules* for use in and out of courses, and (c) additional, specially designed *courses*.

Infusion

The process of integrating a new content area into an existing curriculum is called "infusion." Special education content can be infused in all parts of a teacher education program by following the seven steps discussed here.

1. List Current Objectives for Each Course

First make a careful scrutiny of the entire teacher education program. This procedure is required because credit hours cannot be expanded without limit; the constraints of time, therefore, require and intensive rather than extensive solution to the problem of adding new material. In examining the program, focus on student-expected outcomes and instructors' goals for students. Do not use catalog course descriptions.

Second, consider the NCATE standards for the curriculum of a basic program. They call for a clear statement of programmatic objectives, designing the curriculum to achieve those objectives, and adopting an evaluation procedure to monitor their achievement.

2. Study the Sequence of Objectives and Determine Where Overlap is Present

The main question is, "Does this necessitate change?" Unless a program has been developed recently and systematically, a fairly high degree of overlap among courses can be expected. An example is Piagetian content: In one program analysis, it was found that five required courses covered the same content at very similar levels. The contention that the content was introduced at the knowledge level and then expanded on at applied levels could not be supported.

An alternative to using written materials to compare courses is for a faculty member to audit courses. This process is extremely time consuming and is necessary only when reaching concensus on the importance of a thorough look at curricular offerings is difficult.

3. Sort Objectives Necessary to Meet Requirements into Courses with Highest Degree of Match

The purpose of the first two steps is to achieve some degree of efficiency and to eliminate redundant and unnecessary content. When the purpose is achieved, new content related to mainstreaming can be

infused. The question of what to infuse has been discussed. According to the NCATE standards, a program should prepare teachers to accept the concept of individualization and appreciate the diversity of children. It is difficult to determine what is "special" and what is "regular" education in examining content. At The College of St. Teresa, for example, illustrations of how overall learning is reflected in behavioral objectives are in both categories.

All faculty members should join in looking at the specifications of both regular and special education competencies, particularly in the areas of methods and human relations, to insure that proposed competencies are not restatements of old expectations. New content is more likely to reflect the implications of legislation for referral procedures, identification and assessment of handicapped children, roles and responsibilities of specialists, and interactions with parents. Given the constraints of time in a total program, faculty members must set priorities in the new content to be infused. It is important, given the significance of Ysseldyke's and Lilly's observations, to focus on a teacher's proficiency in good, direct instruction which offers a mainstreamed child his/her best chances for success in a public school.

4. Ascertain if Faculty Inservice Sessions are Needed to Facilitate Course Modifications

The key consideration in this step is how much experience faculty members have had in elementary and secondary school class-

rooms in which children with special needs are included. Do they understand the problems which teacher education program graduates may have to face in providing direct instruction to pupils with a great diversity of abilities, interests, learning styles, and behaviors? Faculty members must be encouraged to recognize the gaps in their competence.

5. Modify Clinical Experiences (Student Teaching and Field Work)

The commonly accepted view of mainstreaming is that things will improve, if teachers only do things differently. Lieberman (1980) contends that the reorganization of education for nonhandicapped students must occur before large numbers of special education students can be well served in regular classrooms. He questioned the ability of the people conducting regular education programs to define their own curriculums. According to Lieberman, public schools do not provide model teaching. A summary of reasons includes the following:

1. We do not have sound logical sequences of skills in our school curriculum.
2. Our materials do not match the goals we hope to accomplish with our students.
3. We take large steps in teaching skills and teach indirectly.
4. We do not set high standards of mastery for one skill before moving on to the next skill and evaluation is often based on what the child has memorized and not generalized.
5. We use standardized tests which only tell us grade equivalent scores rather than assessing skills in relation to the school curriculum.

Given these criticisms of regular education, the following three conditions can be posited for the training of regular educators and their performance in the field:

1. Teachers have had no training in specific functional areas of instruction.
2. Teachers have not been well prepared in specific functional areas of instruction.
3. Teachers have had sufficient training, but it is not well applied in the field.

Condition 1 seems unlikely because teacher education has been based on the rational means-ends model for the past 30 years. The differences between conditions two and three are a matter of degree. Zeichner and Tabachnick (1981) concluded that new teachers are prone not to use the methodology they learn in teacher education. The work setting must overtly display, expect, and support effective teaching strategies before trainees or new teachers will practice what they have learned. The principal's role as instructional leader was found to be critical.

The elements of the preceding discussion are the core of public school renewal and the responsibility of teacher education programs. Zeicher and Tabachnick warned that unless improvements are made in field settings and the best examples are used there, it is likely that new teachers will not see the same quality of teaching in practice as in their training.

6. Determine How the Graduates' Learning Should be Revealed in the Work Setting

A program unit's curricular philosophy generates expectations for graduates, departmental offerings in toto, and faculty members' strivings to make the graduates competent. Given the existing working relations between public schools and institutions of higher education, there is little assurance that the methods learned in the teacher training program will be practiced in the first-year performance of graduates. This area of concern relates to the role played by teachers in the field. Durkin (1981) characterized the teachers in his study as "mentioners"; Duffy (1982) used the term "dispensers." It is difficult to specify how graduates should perform in classrooms in order to demonstrate the skills that have been learned in an adapted teacher education program. The developing focus on beginning teacher programs may provide a context for such assessment.

7. Formalize Change into Interrelated Syllabi

A basic obligation of teacher education programs is to develop integrated and interrelated syllabi. In Figure 3 there is shown the elementary and secondary program structure, the interdependent model of teacher education in use at The College of St. Teresa. Essentially, it is based on a rational means-ends format in which assessment, objectives, class management, planning, and class presentation are regarded as the important functions of teachers. The humanistic content for this program derives from the strong liberal arts preparation of teacher education candidates and the attitudes of faculty members. In the model, the unshaded boxes represent the initial coverage of content and the shaded boxes, the application of that content across the range of subsequent courses.

By specifying the interdependence of specific areas of theory and application, faculty members know immediately what content has been covered in other courses and what they can assume their students will have mastered. Thus, class time can be devoted to new content (i.e., principles of mainstreaming) rather than to filling gaps in preparation. At a deeper level, interdependence gives students a better understanding of the rationale of a program and of its unity.

Modules

A module is an organized learning experience. It can be presented in any of a number of formats but all have in common a unity of conceptual content and experience. Modules can be designed for use outside of coursework – students work independently – or for inclusion in established courses. The latter method is particularly useful when an instructor lacks detailed knowledge and skill in a specific area, for example, when faculty members who have no preparation for or experience with the principles of mainstreaming.

WHAT MUST BE DEVELOPED?

The first decision that must be made to begin the process of developing modules is, What content is needed?

Our preceding discussion of content related to mainstreaming offers a starting place. The analysis of current program content indicates those areas in which modules are needed.

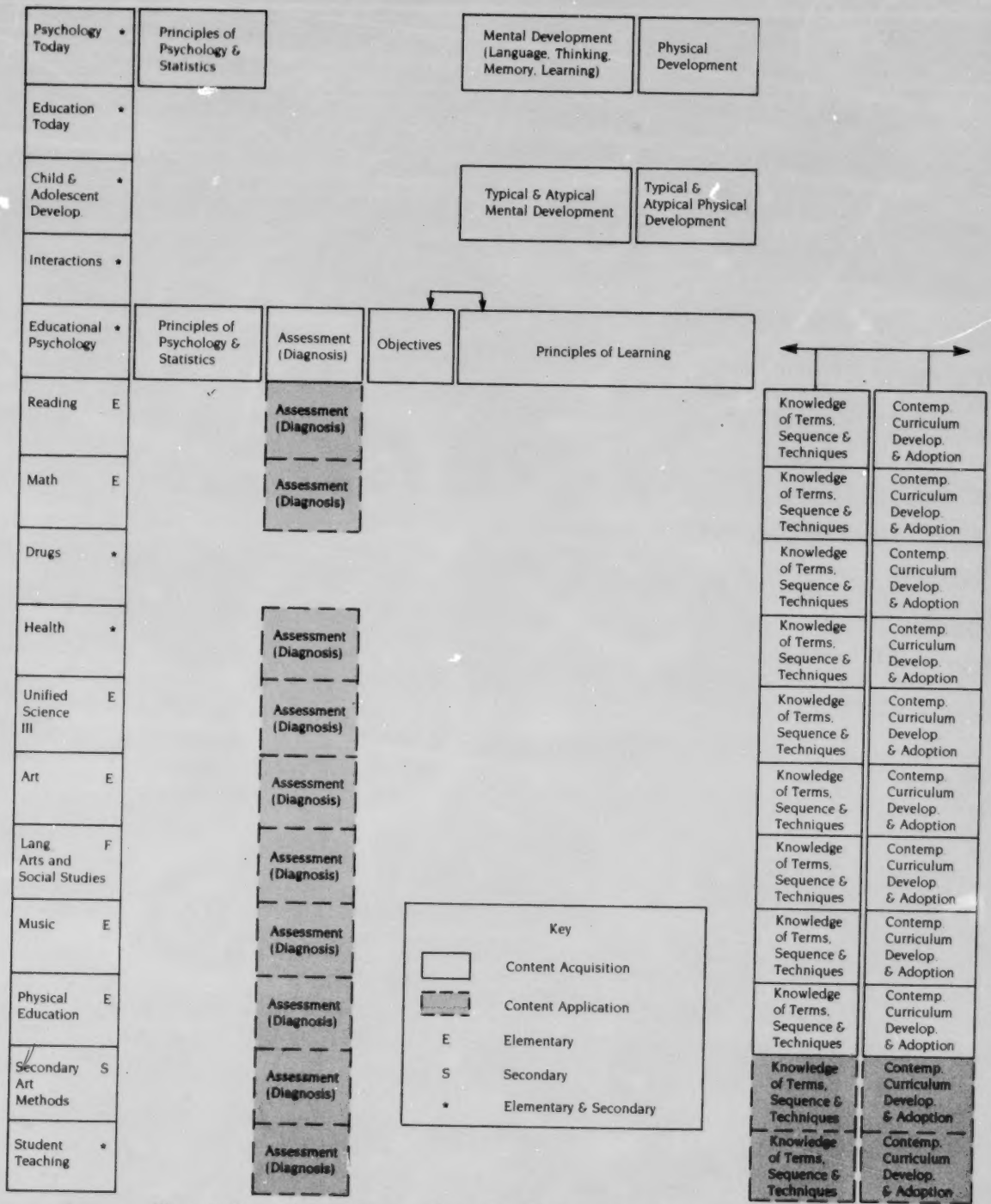
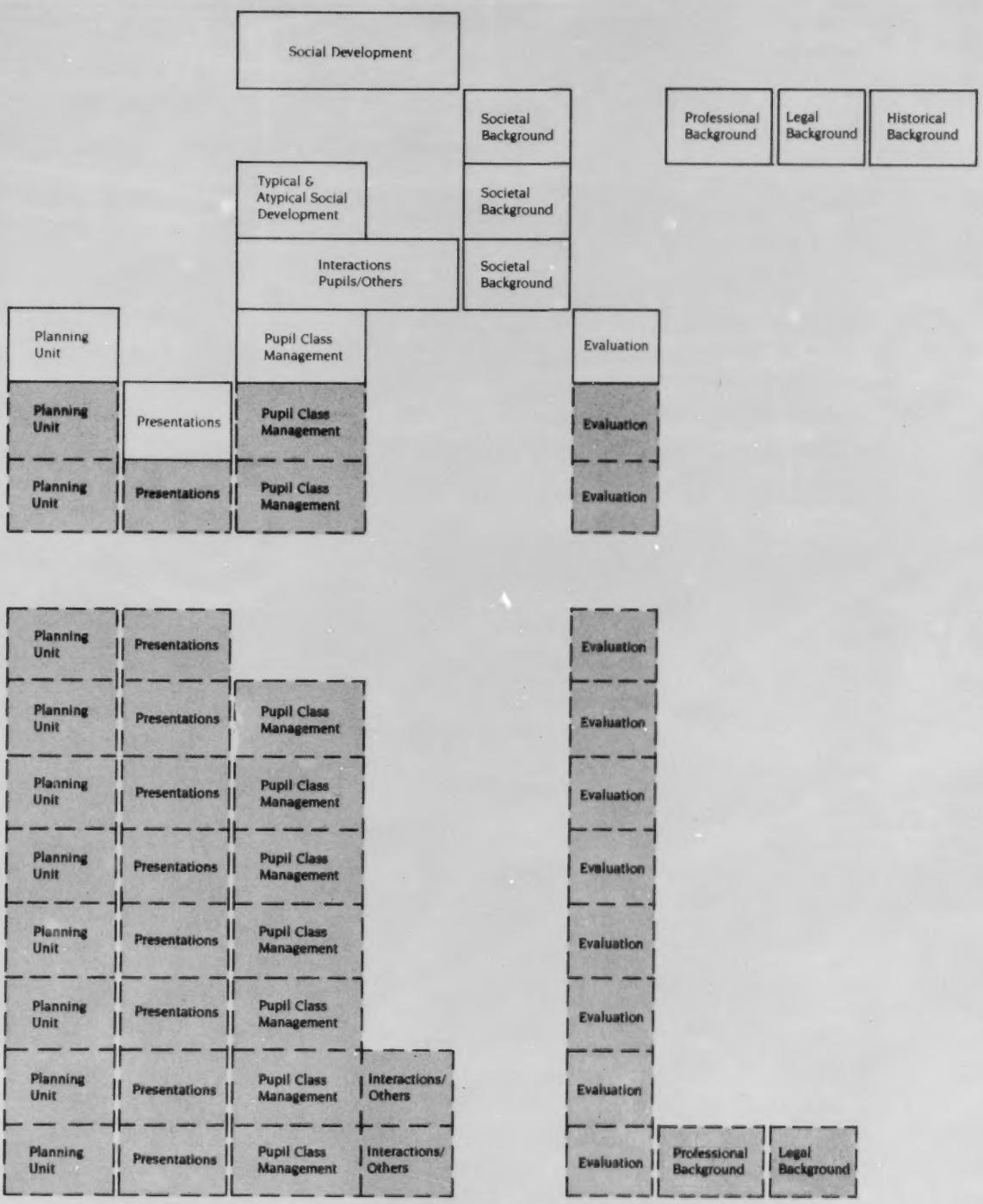


Fig. 3. College of Saint Teresa Elementary & Secondary Program Structure


Social Development
Societal Background
Professional Background
Legal Background
Historical Background
Typical & Atypical Social Development
Societal Background
Interactions Pupils/Others
Societal Background
Planning Unit
Pupil Class Management
Evaluation
Planning Unit
Presentations
Pupil Class Management
Evaluation
Planning Unit
Presentations
Pupil Class Management
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Planning Unit
Presentations
Pupil Class Management
Interactions/ Others
Evaluation
Planning Unit
Presentations
Pupil Class Management
Interactions/ Others
Evaluation
Professional Background
Legal Background

Other decisions that must be made before development begins follow:

In what sections of the curriculum (i.e., elementary, middle childhood, secondary) should modules be introduced? In what specific courses?

What level of information and skills should be prerequisite?

For modules designed for the individual use of students, when and how should they be assigned? How long should students be given to learn content?

What should be the format of the modules? It is advisable that one format be used for all the modules that will be developed.

A format that is both useful and flexible as well as comprehensive is the one used in modules developed by the former National Support Systems Project for the Dean's Grants. Such a format includes the following elements:

1. Rationale: Explain the relevance and importance of the content to the user.
2. Objectives: Couch in behaviorial statements the learning that will occur by use of the module.
3. Preassessment: In any learning activity, it is important that the learner and instructor know the learner's level of preliminary knowledge. It is instructive for learners to see modeled the concept of curriculum-based diagnosis which they will be expected to use with mainstreamed students.
4. Body of knowledge: Clearly describe the content of the module.
5. Learning Activities: The activities should reflect the purpose of the module. If the module is intended for use by an instructor, the activities should be directed to her/him; if it is intended for independent use by a student, the activities should focus on tasks which a student is able to perform.
6. Assessment of Learning: The process of assessing what the student has learned should match the procedures which students are expected to use themselves in classrooms. The process should be clearly delineated.
7. Evaluation of Module: To make sure the module fulfills its purpose effectively, ask for users' reactions to it and their assessments of it as a learning tool. Suggestions for improvement can be used to refine the module.
8. Resources: List the references to materials cited in the text. If possible, attach reprints (permission is needed to Xerox published materials). List audio-visual materials that can be obtained on campus. Suggest additional readings and experiences that relate to the content of the module and will broaden the user's understandings and knowledge. The nature of the material included in this section depends upon how the module will be used in the program (e.g., audio visual materials may be shown in class.).

MODULE DEVELOPMENT PROCESS

Developing new modules can be expensive and time consuming. Before starting on the process, it is advisable to search literature inventories for suitable modules that may be available from commercial sources, Dean's Grant Projects, other institutions of higher education, and various professional organizations concerned with the education of handicapped children. Another source for modules is the U.S. Department of Education. The use of previously developed modules can save time and money (scarce resources in small institutions) and provide experts at little cost to the insitution. When selecting modules from external sources, it is wise to set up criteria such as:

1. Relevance to needs of the program.
2. Accuracy of information.
3. Quality of writing and production.
4. Quality of suggested activities.
5. Completeness of topic coverage.
6. Compatibility with program philosophy.
7. Clarity and relevance of assessment procedures.

Other criteria may be the specific interests, needs, and values of the faculty and the institution.

One resource especially worth noting is the set of modules developed from the professional "Cluster of Capabilities" (National Support Systems Project, 1983) which focus on the teacher education faculty and can assist in the faculty development process. These modules also provide "real life" experience for faculty members who may then develop and/or use modules with students.

Modules can be developed to meet specific programmatic needs when an institution is adapting its curriculum to the concept of mainstreaming. (a) Identify the topics for which modules are needed. (b) Review the institution's internal resources and look for persons who may possess the expertise to develop the needed materials. If no expert is available, (c) identify external resources and personnel. The cost of external development is often high and, in small institutions, may be prohibitive. After all decisions on developers, topics, form, and the like have been made, the process is similar to that of any curriculum development and proceeds through the following steps:

1. Development
2. Testing
3. Review and Revision
4. Testing
5. Implementation
6. Evaluation

It is important the modules be evaluated by students and faculty members as well as experts. The focus should be the use and usefulness of the module.

Courses Added to the Curriculum

This method of adapting teacher education programs to include experience and skills in the area of mainstreaming has come under fire during the past few years. Nevertheless, it must be considered because a number of states have passed legislation requiring

credit hours in special education to be added to teacher preparation programs. The specific content and credit hours required vary widely; no one course would satisfy all states' specifications.

Revising a curriculum by the addition of one or more specific courses has several advantages other than meeting state mandates. It is efficient and cost-effective and the self-contained content can be easily evaluated by the institution. If attention is given to the various possible courses and they are carefully integrated in the teacher education program, this model can prove to be useful, especially in institutions with special education programs.

WHAT NEEDS TO BE DEVELOPED

If the state mandate specifies course requirements, such as characteristics of the exceptional child or legal requirements of state and federal laws, then the main consideration is to make the content relevant to the students taking the course. Careful research among institutions with similar courses may help to develop a course that is useful and complies with the requirements.

Another response to the question of special course content can be drawn from the section in this chapter on the information and knowledge and skills that are needed in a revised curriculum. A course could be developed for regular educators to cover diagnosis and remediation, assessment using curriculum-based instruments, and teaming skills. Careful attention should be given to the problem of duplicating content because this model is especially susceptible when more than one course is developed.

A final concern in the area of development is with the process. The temptation is strong to employ an expert to develop and teach the course(s). To do so, however, is to reinforce the idea that special education is different, that it is not a genuine study for classroom teachers, and that separation is the natural state. All faculty members must be aware of and supportive of the course(s) added to the curriculum and able to relate the content to their own courses. The concept of mainstreaming must be reinforced consciously if this model is used.

IMPLEMENTATION

The process of implementation for the added course(s) raises four main questions that must be dealt with carefully by the institution:

1. Where should the course(s) be added? It is essential that the total teacher preparation program not be disrupted. Fit the new work in where the students are prepared to learn the content and able to understand its implications. One cannot see the value of knowing the characteristics of nonexceptional children. Skill level also must be considered; students who have not yet mastered lesson planning may have difficulty comprehending curriculum-based assessment. In addition, the instructors of subjects that follow the new course(s) must be able to so build upon their content that the mainstreaming concept remains central.
2. What faculty members can teach the new course(s)? The simplest response is a person or persons already on the faculty. However, that person is often a special educator who has had little or no experience

with mainstreaming. This problem is the reverse of that created when the instructor is a regular educator with no mainstreaming experience. The use of a special educator also reinforces the conception of special education as something esoteric which many people feel pervades special education. When a staff member is hired especially to teach the new course(s), he/she may be regarded with suspicion and distrust by more established faculty members. Retraining current staff members requires financial resources that many small institutions do not have; furthermore, the staff members must be willing to be retrained.

3. How should the new course(s) relate to the regular education curriculum? Time and credit hour limitations are discussed in a previous section but must be considered again here. Faculty members are jealous of the encroachment of new requirements on their time. In an undergraduate program, the number of credit hours is finite and many demands are placed on it. The required general studies, specializations, professional education, and increased field experience overburden students. However, each institution must examine its programs and determine the extent to which new course work can be added and what can be removed or reduced. Time constraints are a major problem with this model.

4. How should the curriculum be evaluated? The effect of the new course(s) on the total curriculum must be assessed and the relation of that effect to the concept of mainstreaming ascertained. Course work cannot exist in isolation because exceptional children are being included in more classrooms as the mainstreaming model is introduced in more schools. The focus of curriculum evaluation should be on the integration of special education content in the minds (and practice) of the students.

Summary

Like the processes for curricular adaptation and revision, the methods of implementing content change have both advantages and disadvantages.

The infusion model is thorough and reflects the philosophy of Public Law 94-142. It reaches all students in the teacher preparation program and involves all members of the faculty. It also follows the NCATE recommendations for pervasive curricular change.

The disadvantages of the infusion model stem from the scope of change attempted. It is easy to lose track of information, data, actions, and the like when the total curriculum is under revision. Control of the content that is infused is difficult. If the new content is not well integrated in the curriculum it may seem to distort the unity of the program; as a result, students may feel that they have not acquired the foundation of basic skills they need to work with handicapped students in mainstreamed classrooms.

The module format is efficient in its use of resources. It fosters the development of skills and knowledge in faculty members and assures expertise in the development of the content that is presented to students. This format provides for discrete and easily evaluated experiences for students. The content control is extensive.

The module format, however, holds implications of separateness for special and regular education. The modules are easy to ignore

and can be conveniently "forgotten" by faculty members. If the modules are used, presentation can be off-hand or superficial. Students are quick to reflect the attitudes of staff members toward modules. These discrete packages of information may not be integrated into the total program or they may be "lost" if faculty members decide that they are part of a "fad" which has lost its following.

The "added course" model allows the greatest content control. The focus is clear and specific in each course developed. Students get a complete picture of the needs of handicapped students and can focus skill development on the population with greatest need. Change is easily assessed as it is within specific courses. Faculty expertise is also used effeciently when a member is asked to teach a course for which he/she possesses the required training.

The major problem with the added course model is that it reinforces the separation of special and regular education. If the information on how to manage the instruction of mainstreamed students is presented as a special course, it may reinforce students' belief that they cannot cope with handicapped youngsters. The tendency of added courses is to repeat information rather than to reinforce and extend knowledge. More important, perhaps, regular teacher educators do not require new knowledge or skills with this model as they do with both of the others and, consequently, the new knowledge is not integrated in the program as a whole.

Again, it is recommended that an institution examine its resources, staff predilections, and curriculum strengths before making a decision on which model to choose for the inclusion of special education content in its regular education curriculum. Especially attend to external constraints on the institution, such as state departments of education requirements, where they exist, and NCATE standards. The philosophies of the institution and the teacher education unit also affect the choice of model. Like the processes of change, the methods for including special education content also may be blended or adapted.

CONCLUSION

Three processes have been found to be both effective and efficient for revising teacher education programs to prepare graduates to work with handicapped pupils in mainstreamed classrooms. (a) The institutional process model marshalls institutional support for the change and provides clarity of purpose. (b) The personalized model, often called the "change agent model," individualizes the participation of faculty members and permits a highly personalized approach to change, which matches the strengths of many small colleges. (c) The workshop model is group oriented and uses current faculty members in the revision process. Each model is described in the chapter as a discrete process but for any given institution a combination of two or more processes may be indicated.

The three means of including new content in the teacher preparation program also are discussed as discrete models. (a) The infusion model inserts special education content in all facets of the program. (b) With the module format, packages of discrete information can be developed for use by faculty members or students. Modules can be

used in courses and as "stand alone" experiences by teacher education students. (c) The addition of new courses is favored in many states as the official response to the mandate of Public Law 94-142. Many institutions have combined approaches to individualize curriculum revision.

Teacher education programs are in danger of falling out of the mainstream of education if they ignore the legislation and regulations for appropriately educating handicapped children in regular education classrooms with their nonhandicapped peers. Many institutions, consequently, are faced with changing programs. The criteria for change, which are presented at the beginning of this chapter are the key to keeping the process under control and making it successful.

If it is to be effective, change must be orderly and must involve all faculty members who will be affected by it. The attitude of just "meeting requirements" weakens the process of change; hence proposed changes must accord with the philosophy of the program and it must be considered workable by the affected personnel.

The lowering of barriers between special and regular education consumers has provided schools of education with the opportunity to bring teacher education curricula into accord with current educational philosophy. The challenge is exciting and the results, rewarding.

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Chapter Three
Maximizing Resource-Sharing Opportunities

Lesley Ann Wheatley, Furman University

ABSTRACT: *In response to identified major obstacles faced by small colleges preparing regular educators to work with handicapped students, this chapter addresses the concept of resource-sharing as an alternative to the continual dearth of resources in small teacher preparation programs. Considerations for resource selection and five resource-sharing models are presented and specific examples in current use are given. The models discussed are: (a) interdepartmental sharing, (b) community-based exchange, (c) state agency or regional resource center dissemination, (d) faculty or program sharing, and (e) college networks.*

The resources available to small colleges tend to be restricted in some areas but rich in others. In a number of institutions, this situation has generated several ingenious methods for sharing personnel, time, and materials to facilitate the revision of teacher education programs to enable graduates to work with both handicapped and nonhandicapped pupils in regular classrooms.

Using the results of the AACTE small college survey, Daly (see Ch. I) details the problems created in small colleges by limitations on funding, personnel, time, materials, and curriculum expansion, and then examines some of the advantages of small college programs: flexibility, excellent reputation of programs, and capacity of programs to be innovative and responsive to internal and external mandates. Comparisons between teacher education programs in large and small institutions led to the identification of four advantages for the latter: programmatic unity, and emphasis on teaching and service (Wheatley, Schuster, & Schilit, 1983); greater range of faculty expertise, and more personal attention provided to students (Geiger, Wheatley, & Blasi, 1982). The first three foster the sharing of resources: Programmatic unity facilitates communication among faculty members out into the community where they become familiarized with personnel in different agencies and organizations; and the range of faculty expertise encourages faculty members to assume different roles. The assets of small colleges not only are a resource for on-campus programs but, also, for exchanges and sharing with other institutions.

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THE CONCEPT OF RESOURCE-SHARING

Arising out of both the need for resources and the unique assets which characterize small teacher preparation programs, ways in which programs can obtain additional, and maximize existing, resources to bring about program modification may be examined. As an alternative to maintaining the status quo in small teacher preparation programs confronted with necessity to change and not having the resources to do so, the concept of resource-sharing offers innumerable opportunities to establish cooperative relations within the same institution, with the community (lay persons, schools, and other agencies), with state or regional agencies, and with other colleges. In general, the concept of resource-sharing involves the identification of specific program needs, what the resource alternatives are, and where they may be located. It also entails the willingness to engage in a mutually-beneficial endeavor with other persons or programs having the same or comparable needs or who have access to critical resources. These relationships may range from logistically simple in nature, requiring informal agreements, to logistically more complex, requiring formal arrangements and designations of specific responsibilities. Additionally, the concept optimizes the unique assets of two or more parties to enhance their individual or combined programs. Faculty development and subsequent change in small teacher preparation programs can be greatly facilitated by applying the concept of resource-sharing to accomplish specific program goals and objectives – in this case, to incorporate curricula on teaching the handicapped in regular education settings.

RESOURCE SELECTION: CONSIDERATIONS

Identifying Specific Program Needs

The tasks at hand – to provide faculty development and to integrate new curricula – require answers to several questions.

What exactly are the goals of the small teacher education program?

How will the goals be achieved?

What *assets* (resources) are available to accomplish the tasks?

What *resource deficits* exist (and how can needed resources be obtained)?

Many program personnel have struggled with these questions and found workable resolutions. While each teacher education program is unique and each must identify processes by which change can most successfully occur within their own program, it is helpful to have a frame of reference for faculty development and curricular change drawn from the experiences of others. For example, we now know fairly conclusively what capabilities or competencies should be included in faculty development and incorporated into curricula. A *Common Body of Practice for Teachers* (National Support Systems Project, 1980) describes 10 clusters of capabilities which every teacher should possess and these may be used to assess the training that a program is providing its students.

At Furman University, the following procedures were used to identify program needs:

1. Specific student competencies related to educating handicapped pupils in regular education classrooms were distributed under the different cluster headings.
2. Each competency was assigned to a course or courses.
3. The level at which the competency should be taught was decided upon (i.e., awareness, application, or refinement).
4. The extent to which each competency currently is included in courses and at which level was assessed.
5. The time, material, and/or human resources needed to realize each competency were determined.

In some cases a number of competencies can be clustered into the methods courses or an additional course can be designed for all majors. Other resource needs may include field experiences for regular education majors in the education of handicapped pupils or appropriate field experiences for both special and regular education majors. Whatever the decision, the results inevitably lead to the necessity for certain resources: human, time, and material.

Planning Resource Acquisition

During this period of economic recession, small college programs are particularly vulnerable to competition from larger publicly funded institutions. Small programs must meet the same challenges of curriculum modification that larger programs face but with fewer resources. The key to survival, consequently, is using the assets of small colleges and being innovative.

In the remainder of this chapter, five models of resource sharing are presented. Each model is described and then instances are given of where each is currently being used successfully. Of course, no

one model can meet the precise needs and/or situation of an individual program but each model can be adapted or combined with one or more of the others to fit the particular needs of a program.

RESOURCE-SHARING MODELS

The five models range from intracollege sharing to community based, field-based, regional, and state-based sharing systems. It is possible for more than one model to be functional for an institution, especially since distinctions between some models may be somewhat artificial. The illustrations are not the sole examples of use, merely samples of resource-sharing relations that are currently known to the author.

Interdepartmental Sharing

After needed resources have been identified, consider establishing resource-sharing regulations *within* your institution. Most departmental budgets on a campus may be similarly deficient in funds for the purchase of expensive materials and interdepartmental sharing of costs can make it possible for the materials to be acquired and given greater usage. The materials related to handicapped children often may be pertinent to other disciplines, such as Psychology, Sociology, Health and Physical Education, Fine Arts, and Biology.

If human as opposed to material resources are needed, consider team-teaching with peers from other programs in a cross-disciplinary course or seminar. In some cases, a faculty member's time may be shared by two departments when neither can justify a full-time teaching load. This arrangement works particularly well with individuals who have taught a content area in the public schools and, thus, are qualified to teach methods in education and the content in the respective department. Interdepartmental sharing also can be designed to provide faculty development to colleagues in related areas (i.e., the helping professions). Many small colleges conduct active faculty development (or inservice) programs which have been made available through outside funding and/or administrative commitment.

INTERDEPARTMENTAL MATERIAL RESOURCE PURCHASE

At Furman University material resources have been purchased by the Education Department and another department on two occasions. The first occurred when the early childhood faculty member wanted to obtain the Systematic Training for Effective Parenting (STEP) Program (1976) and found the cost to be considerably over her program budget. She approached a faculty member in special education (both programs are in the same department) and asked if the material would be useful to that program and, if so, if it would contribute to the purchase price. Despite the interest of the special education program personnel, still not enough money was on hand. The Sociology Department was approached, consequently; they were interested and produced the remaining funds needed for the purchase. The kit actually "floats" between the Education and Sociology Departments on an as-needed basis. So far, this arrangement has presented no problem.

In another instance, the Education Department was approached by the Health and Physical Education (HPE) Department to consider joint purchase of the GOOD START (1978) kit which is produced by the American Foundation for the Blind. The kit includes a number of audiovisual materials on the education of blind pupils that are pertinent to both mainstreaming concepts and adaptive physical education. Neither program could assume full cost alone but, jointly, they were able to buy the entire kit. Inasmuch as the mainstream materials are most relevant to the education curriculum and the adapted physical education materials, to the HPE curriculum, the respective materials have been separated and housed in each department; they are available to the other department if needed.

INTERDEPARTMENTAL HUMAN RESOURCE SHARING

Several years ago the Education Department at Furman University needed to have three courses in the program taught but no faculty member was available on a part-time basis. The English Department was in somewhat the same situation so the two departments shared the time of one faculty member. The instructor had taught English and reading in the public schools and, hence, was qualified to teach Children's Literature, Adolescent Literature, and Secondary Education Methods. This joint appointment continued until both departments were able to use a full-time faculty member independently.

Another interdepartmental relation was fostered when a Psychology Department professor who had been conducting research on learning strategies sought the assistance of a special education professor. The latter identified replication sites, material resources, and information on learning disabled children; the psychologist and the special educator then designed a research seminar on the application of the research to learning disabled students. The special educator appeared as guest lecturer in two seminars during the first term it was taught. Subsequently, the psychology professor provided computer program assistance to the special education professor.

When National Science Foundation monies were being made available to college science programs interested in attracting physically handicapped potential majors, the biology chairperson called upon the coordinator of the special education program for technical assistance in completing an application. Funding was not obtained but the awareness level of the biology professor regarding physically handicapped persons was increased and, just as important, an interdepartmental line of communication was opened.

INTERDEPARTMENTAL FACULTY DEVELOPMENT ACTIVITIES

The Education Department at The College of Saint Teresa in Minnesota has undertaken the responsibility for conducting faculty development programs for all faculty members in the helping professions program (Nursing, Social Work, and Communication Disorders). The goal is to make sure that the faculty members in these related areas understand the concept of normalization and know how to translate it into relevant course modifications. The faculty development activities are carried out through regularly scheduled meetings during the academic year; faculty stipends are provided through the

Dean's Grant, "Preparing Regulars in Special Education" (PRISE). Some colleges (e.g., Central Wesleyan College in South Carolina) schedule faculty inservice days at the beginning of the semester prior to registration. This practice appears to be valuable and one that does not require stipends.

If inservice faculty development sessions are conducted by one department for another, the recipients, in return, may be willing to serve as guest lecturers in education classes, team-teach a cross-disciplinary course, or provide reciprocal faculty development on their roles in providing services for the exceptional population. The modeling of appropriate multidisciplinary teams surely would benefit the students in education and related areas and help to perpetuate such relations in the public schools.

Community-Based Exchange

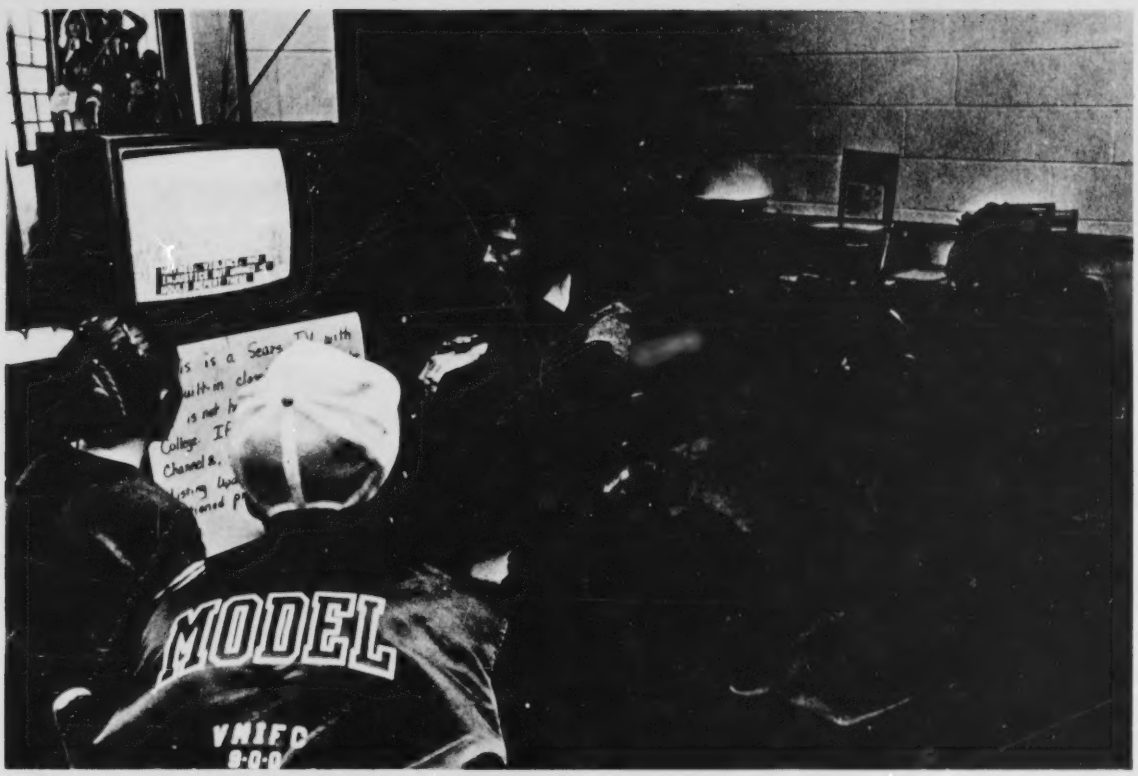
A mutually beneficial source of material resources sometimes is found in public and private community agencies and personnel. Adjunct faculty members often are school district or local agency employees. The field experience components (practica, student teaching, observation, etc.) of teacher preparation programs are conducted in community sites, often with the help of personnel who were trained in those teacher preparation programs. Sometimes media for inservice sessions are borrowed from school district holdings to enhance the preparation programs of preservice teachers, as does Madonna College in Michigan.

Recently, the goal of incorporating material on the education of handicapped children into teacher education curricula has expanded to include advice from community resource persons on relevant course content and text book selection (Taylor University). Also, parents of handicapped children are invited to share their views and experiences at seminars and classes (Otterbein College, David Lipscomb College). At Otterbein College, a Down's syndrome child joined a class "and educated us all" (American Association of Colleges for Teacher Education, 1982).

Field experience programs have been extended to include regular education students working with handicapped children in the classroom environment (Southern College of Seventh-Day Adventists), and field trips to visit special schools or institutions for the handicapped (Baker University, St. Mary College). Both have expanded students' views of service delivery models. Also at Baker University, trips to a large district with full services are regularly scheduled. For small colleges located in rural school districts that are limited in the range of services to handicapped youngsters, such visits are highly informative.

A UNIQUE FIELD EXPERIENCE PROGRAM FOR FACULTY MEMBERS

Western Carolina University has initiated a school experience program during academic vacations for faculty members in each education area. Each year, five professors are given the opportunity to teach for one week in public schools, thereby becoming cognizant of the problems related to the inclusion of handicapped pupils in regular classes. The professors are paid $200 out of grant funds for the week's



work. Sabbatical leave or professional growth and development funds also could be used to provide stipends, or release-time given to avoid calling on external funding sources. The faculty members are given a pre- and post-test on their attitudes toward mainstreaming and are asked to submit a log at the end of the week. Two professors commented, "I can tell how much my awareness has increased when I find myself impatient with a few colleagues who need sensitizing to the reality of teaching children with special needs"; and "It was interesting to me that the public school teachers also viewed this experience as important. We have been encouraged by school superintendents to continue it. . . ."

AN INNOVATIVE UNIVERSITY RESPONSE TO COMMUNITY NEEDS

The preceding discussion of community-based resource sharing focused on what the community could contribute to teacher education programs. In this subsection there is presented an idea on how colleges or universities can initiate meaningful exchanges.

In order to be more responsive to community needs, Pacific Lutheran University of Tacoma, Washington, conducted a year-long study (completed in November 1982), on the feasibility of establishing a center in which the needs of families and children could be met

through the unique use of university resources. The results, in conjunction with the findings of an earlier study conducted in the county, showed a high percentage of single-parent families that need child care, an unemployment rate higher than the state average, and a considerably lower income level than the state average. The focus of the proposed center is on meeting the health and educational needs of children and families through the creation of innovative programs. The personnel providing the direct services are students taking supervised practica in church-affiliated secular public and private agencies. An empty elementary school adjacent to the campus is under lease to house the project. Program units began to function during 1982-83 while community resources, governmental, corporate and foundation fiscal support are being sought. Those currently operating are related to a M.A. program in marriage and family therapy. A departmental spokesperson described the project as follows:

> The underlying concept for the center is a unique and synergistic arrangement of the purposes of a university: teaching, research, and community service. University programs which have field placement, internship, or practica as part of their curriculum (e.g., sociology, social work, psychology, political science, anthropology, special education, nursing, and physical education) will form the major part of each unit. In all units, services will be provided by qualified faculty, professionals, and/or supervised students. (Pacific Lutheran University, p. 2)

When the center becomes fully operative, a child care facility will become the care of a number of integrated support units: (a) a children's services unit to work with public schools in performing diagnoses, training of special education teachers, and parent education; (b) a family services unit to provide family counseling, support, and education; and (c) a health services unit that will focus on health promotion, well-child services, and senior citizens activities.

At a time when human services are cut back and inadequate, this kind of community college/university-based system holds promise as both training site and direct service provider. Community programs initiated by small colleges could provide new and rewarding sites for personnel preparation. If the programs prove advantageous, additional fiscal resources to maintain and expand them can be sought.

FIELD-BASED INSTRUCTIONAL SHARING

Another community-based exchange activity is field-based instruction of courses. Traditionally, it has been used to deliver inservice and/or graduate courses in education by bringing the courses to teachers. However, newer concepts in field-based instruction have been developed. One adaptation is to teach the introductory course in special education to regular education teachers in classrooms that are used to observe handicapped students (Furman University). The schedule calls for one-hour observation/participation sessions fol-

lowed by two-hour seminars at which instruction is given in learning and behavioral characteristics and the reactions and questions of the participants are discussed.

This idea can be expanded to include faculty development along with the field-based inservice instruction of classroom teachers. Pending approval, James Madison University in Virginia plans to initiate such a faculty/teacher inservice program in the public schools in 1983-84.

A variation of field-based instruction is to bring students into the learning situations. Thus, faculty members, students, and practitioners would collaborate for greater understanding of and skills in more appropriately educating students with special needs. Unless such systems of communication are initiated at the college level, valuable professional resources may be left undiscovered.

State Agency/Regional Resource Center Dissemination

Most state departments of education, mental health, and exceptionalities have resource materials which they loan to local agencies and institutions of higher education. Normally, state agencies publish catalogs listing available films, filmstrips/cassettes, and video-tapes with forms for ordering purposes. The costs generally are limited to return postage. Many films are useful in classes on individualized needs of students, various teaching methodologies, and mainstreaming. The South Carolina Department of Mental Health, for example, has available a number of films on exceptional education which were produced on site and are classroom case studies. They are realistic, not acted. The use of such resource libraries is cost effective and primarily requires scheduling well in advance of use.

Regional Resource Centers have additional services to offer. For example, The Midwest Regional Resource Center (MRRC), which is located at Drake University, Des Moines, Iowa, offers workshops on issues related to the education of handicapped youngsters in regular classrooms to institutions of higher education in Iowa and nearby regions of other states, and helps instructors to plan the inclusion of relevant units in regular teacher education curricula. Workshops are conducted, for example, at Simpson College in Iowa and Maryville College in Missouri; the latter was sponsored by the Missouri State Department of Education and was entitled, "The Appraisal Process in Special Education."

The College of the Virgin Islands is establishing a permanent center to house resource materials and equipment that will both assist its users to understand the concepts of mainstreaming and provide simulated experiences with handicapped children. The college hopes that the center will facilitate the sharing of ideas and materials between education faculty members and the public school systems on the islands.

Faculty/Program Sharing

Two small college programs located within reasonable commuting distance of each other can find the sharing of faculty and/or programs to be mutually beneficial. Whether the resources of one

small teacher preparation program is shared with another or a new program is established with pooled resources, the result is still a more qualitative approach to preparing teachers.

A successful example of such an arrangement is the relation of Manchester College and St. Francis College in Indiana. Manchester College does not offer an endorsement program in special education whereas St. Francis College has a sequence of endorsement courses in teaching mentally retarded children and faculty members who have expertise in special education. Students in regular elementary education at Manchester College may enroll in four courses (one in characteristics, two in methods, and student teaching) at St. Francis College and in two special education courses (Foundations of Exceptional Children and Practicum in Teaching the Mentally Retarded) at Manchester College. A cooperative registration form is completed at Manchester College (with most normal St. Francis College fees applied to the registration), collected, and forwarded when billed by St. Francis College. This process applies to full-time students at Manchester College; part-time students may enroll directly in St. Francis College. The student teaching experience is equally divided between special education and regular education classrooms. Special education student teaching is supervised by the St. Francis College faculty.

Greenville College in Illinois has two cooperative agreements with another institution in the state. These arrangements make possible the offering of three to four specialty courses in special education.

The joint appointment of a faculty member in educational programs may be feasible when neither college can justify a full-time teaching load. This arrangement permits additional program-sharing or the eventual development of a full program at one institution.

COLLEGE NETWORKS

A number of Dean's Grant Projects developed the idea of forming consortia or networks of colleges to assist each other in faculty development and curriculum revision. In some cases, the initiating institution had completed the faculty development/curriculum revision process and was disseminating resources to other programs to facilitate their change process. In other cases, the initiating institutions have resources with which to assist other programs and are providing the structure and technical assistance to other institutions while working with their own faculty members and programs. Networks of more than two colleges offer the advantages of greater resource pooling, professional collaboration, and the likelihood of more widespread changes in a larger number of teacher education programs. Three networks are discussed here. (For descriptions of Dean's Grant Consortia, see Sharp, 1982.)

ALABAMA A & M UNIVERSITY COOPERATIVE PLAN

Alabama A & M University is an historically black institution which has initiated a network of four other small black institutions in northern to central Alabama; they are, Talladega College, Oakwood College, Miles College, and Stillman College. Only Alabama A & M has a special education program. The goals of this cooperative plan are as follows:

1. To provide professional education faculty members at these institutions with a working knowledge of federal and state special education legislation, special education terminology, and appropriate special education procedures.
2. To assist in curriculum revision of the preservice teacher education programs at these participating institutions.
3. To establish a communications network among these institutions.
4. To develop a listing of helpful teacher education resources which are currently available.

The methods and activities of the plan are:

1. Completed a needs survey of faculty members by which each indicated individual desires for information in areas relevant to the goals of this grant.
2. Provided materials for self-study, resources for instructional preparation and implementation, and curriculum development.
3. Conducted workshops on subjects indicated in needs areas.
4. Developed sample instructional materials for the use of faculty members in instruction and as examples in preparing similar resources.
5. Provided for attendance (one person per institution) at the Alabama State CEC Super Conference.
6. Informal site visits and telephone calls with cooperating faculty at the respective institutions.
7. Development and dissemination of a comprehensive annotated list of mainstreaming resources (about 3000 items in 22 subject areas).

THE JAMES MADISON UNIVERSITY NETWORK

The State of Virginia legislated certification requirements to incorporate curriculum and experiences in teaching handicapped pupils in regular education settings. In response, James Madison

University conducted a needs assessment of those teacher training programs that did not offer approved special education programs. The outgrowth was the establishment of a network of 16 four-year colleges, the majority of which are small and privately supported, led by James Madison University.

James Madison, for three years, has provided consultative and technical assistance in the education of handicapped pupils. The following objectives guide the project:

1. Faculty members involved in the preparation of teachers at cooperating institutions will acquire a working knowledge of federal special education legislation, appropriate terminology and definitions, and how to make this information a resource for classroom teachers.
2. The acquired knowledge will serve as a nucleus for curriculum revision in preservice teacher education programs throughout Virginia and will be imparted to potential teachers for classroom use.
3. Dissemination of knowledge will result in more efficient and effective programming for children exhibiting exceptionality who are placed in mainstreamed environments.
4. A communication network of institutions and special education resources will be established on a continuing basis.

The design of the communication network is interesting. The 16 colleges are clustered into geographic groups of 3 with 5-7 colleges in each cluster. Each cluster is headed by an advisory team comprising teacher educators in special education, and elementary and secondary education, and all relevant faculty members at James Madison University. Yearly conferences have been held for all network participants; cluster meetings are held during the year also. Often, the cluster seminars have included students. Each participating institution has been encouraged to identify needed resources and to design plans to revise the curriculum. These plans are evaluated and then carried out.

One highlight of this network has been the spin-off communication and sharing within the clusters. Bridgewater College and Eastern Mennonite College have jointly hired an adjunct to teach two courses for their programs (faculty sharing). Clinch Valley College and Emory and Henry College are establishing a cooperative materials center for use by the colleges and public school systems. Clinch Valley College and local public school personnel cooperatively developed 10 modules for inclusion in courses. The modules have been shared, so far, with Mary Washington College and Eastern Mennonite College. A number of the colleges have scheduled joint field experiences for faculty members and students. It is likely that these relations will continue to enhance, in a variety of ways, the teacher education programs of the participating colleges.

THE FURMAN UNIVERSITY RESOURCE-SHARING SYSTEM

The teacher preparation program at Furman University has conducted faculty development and curriculum revision activities for the past three years through PRE-ACT, the Dean's Grant Project. South Carolina, although small, has about 29 teacher education programs, only 3 of which are housed in large universities. Thus, the majority of programs fall under the category of "small."

Furman has continued to address the intra-university need and is beginning to address the expressed needs of seven other target-education programs in upper South Carolina to prepare preservice school personnel to educate handicapped pupils in regular education settings. The target institutions were identified through third-year dissemination activities of the PRE-ACT Project at an all-day conference. At that time, the target programs indicated the need to receive further faculty development and resources on a long-term basis. Subsequently, a needs assessment was distributed to each member of the seven teacher education faculties to ascertain awareness, knowledge, experience, and estimate of curricular changes as well as specific resources needed. Table 1 presents the results of that needs assessment.

Table 1

RESULTS OF
PRO-PROJECT TARGET TEACHER EDUCATION PROGRAMS
NEEDS ASSESSMENT

	Great		Some		Little	$\bar{x}$
(1) To what extent are you aware of the needs to provide preservice teacher preparation in educating handicapped children/youth in the regular class?	5	4	3	2	1	3.66
(2) To what extent are you knowledgeable about the legislation regarding the education of handicapped children/youth in the least restrictive environment?	5	4	3	2	1	3.33
(3) To what extent are you knowledgeable about adaptive curriculum for handicapped children/youth in the regular classroom?	5	4	3	2	1	2.66
(4) To what extent have you had personal experience with the handicapped?	5	4	3	2	1	1.88
(5) To what extent have you modified your coursework to incorporate information and/or experiences regarding the handicapped in the regular classroom?	5	4	3	2	1	2.22
(6) To what extent does your teacher education program have material resources (books, films, filmstrips, kits) to assist you in preparing regular class teachers to appropriately educate handicapped children/youth in their classes?	5	4	3	2	1	1.77
(7) To what extent does your teacher education program have qualified persons available to assist you in preparing regular class teachers to appropriately educate handicapped children/youth in their classes?	5	4	3	2	1	2.55

(8) What additional needs does your teacher education program have in order to provide preparation in teaching the handicapped in the regular class? Please specify.

Consultants

Materials

Time

Sources of available information

A new resource-sharing project called Pro-Project was funded. The purposes of the new project are as follows:

1. To provide faculty development activities for target teacher education programs.
2. To provide technical assistance in revising preservice teacher preparation in target teacher education programs.
3. To facilitate material resource-sharing for preservice training in target teacher education programs.

A system of material resource sharing has been designed. The materials — video-tapes, films, filmstrips/cassettes, and publications — were acquired primarily through PRE-ACT Project funds. The resource-sharing system permits faculty members and/or programs to enhance their attainment of knowledge and competence within their own time framework. Students may attend viewing sessions and use printed materials to assist them in attaining competencies.

Among the Furman University resources are several faculty members who are revising curricula to include content on educating handicapped pupils in regular classrooms. These faculty members serve as consultants to provide technical assistance to individual peers or program areas in other target institutions and conduct sessions in courses for preservice students and target faculty members. The geographic proximity of many of the colleges (Allen University and Columbia College; Newberry College and Presbyterian College; Limestone College and Converse College; Central Wesleyan College and Furman University) should make it possible to consider other resource-sharing opportunities in the future, such as faculty/program sharing and community-based exchange.

SUMMARY

The necessity for teacher preparation programs to address the preparation of students to work with handicapped pupils in regular classrooms is met through faculty development and curriculum revision. The dearth of fiscal, human, material, and time resources to accomplish these tasks in small colleges could be overwhelming. However, the special assets of the institutions are used in various ways to meet the challenge. Resource sharing offers several options to supplant or augment existing teacher preparation programs. The five models of resource sharing examined in this chapter are (a) interdepartmental sharing, (b) community-based exchange, (c) state agency or regional resource center dissemination, (d) faculty or program sharing, and (e) college networks. General and, in some cases, specific illustrations were presented for each model.

Any opportunity to engage in cooperative endeavors with peers who share the same need or to establish mutual resource-exchange systems will enhance teacher preparation. Resource-sharing optimizes the assets of all participants. The by-product of modeling cooperative relations is greater credibility for the concept of mainstreaming.

The limitations on resource-sharing systems are created by the parties involved. Collaborative relations may be as simple or complex, informal or formal, as situations require. The immediate intent of such

relations is to effect change in teacher preparation programs in the most qualitative and cost-effective manner possible.

LIST OF COLLEGES/CONTACT PERSONS REFERENCED IN THIS CHAPTER

Alabama A & M University
Bess H. Parks
Normal, Alabama 35762

Baker University
Barbara Thompson
Baldwin, Kansas 66006

Central Wesleyan College
Winnie Williams
Central, South Carolina 29630

Clinch Valley College
Lane Low
Wise, Virginia 24293

College of St. Teresa
Randy Schenkat
Winona, Minnesota 55987

College of the Virgin Islands
Priscilla Stridiron
Charlotte Amalie
U.S. Virgin Islands 00801

David Lipscomb College
Thomas C. Whitfield
Nashville, Tennessee 37203

Drake University
Alfred Schwartz
Des Moines, Iowa 50311

Furman University
Lesley Wheatley
Greenville, South Carolina 29613

Greenville College
Ralph J. Kester
Greenville, Illinois 62246

James Madison University
Jesse Liles
Harrisonburg, Virginia 22807

Madonna College
Mary Francilene
Livonia, Michigan 48150

Manchester College
Warren K. Garner
North Manchester, Indiana 46962

Maryville College
Leona Korol or Mary Ellen Finch
St. Louis, Missouri 63141

Otterbein College
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Southern College of Seventh-Day Adventists
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Leavenworth, Kansas 66048

Taylor University
Dave Hess
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Western Carolina University
Jane Schulz
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Chapter Four
The Small College Setting: Creative Responses to Common Cries for Help

Carol R. Sivage, University of Portland

ABSTRACT: *The successful strategies that small colleges use to carry out curriculum changes are examined in this chapter. By relying heavily on responses from the* AACTE *Small Colleges Survey, the author is able to offer a practical and specific counterpoint to the problems discussed in previous chapters. One fact should be clear: Small colleges have a common set of problems as well as advantages. Creative techniques that stress the assets of small colleges are presented.*

Those of us who work in small colleges often must devise our own creative solutions to challenges that face us. The fact that many of us are doing this well is born out by the responses to the 1983 AACTE Survey of Small Colleges. Many respondents offered good ideas for preparing students to work with handicapped children in the regular classroom that can be passed on to others at small colleges. A number of those good practices are shared in this chapter. Many direct quotes, either from written responses to the questionnaire or follow-up telephone calls, are included. The strategies discussed are identified by place. At the end of the chapter there are listed the relevant colleges, their telephone numbers, and the persons to talk to for more details.

One word of caution is in order: Most strategies are situation specific, that is, what works in one place may not necessarily work in another. I have tried to present enough details to make the strategy clear and to describe the situation in which it works. If any idea appeals to you, feel free to call the person listed for that institution for further information.

The theoretical framework used here is based on Kurt Lewin's Force Field Analysis Model (1958, pp. 197-212) which was adapted for small colleges by William Kline, now Director of Teacher Education at Loyola University, New Orleans. Briefly, the model (a) identifies situational variables associated with small college settings and (b) organizes them according to whether they are *Facilitators*, or helping variables, and *Inhibitors*, or problem variables (see Table 1). The two sets of variables are then listed and separated by a line representing the small college setting.

The next step of the analysis is to remove or weaken the inhibitors: See the creative solutions presented in the following section. Finally, the facilitator variables are identified and accentuated: See the section, "Making the Most of What You've Got."

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TABLE 1

SMALL COLLEGE FORCE FIELD ANALYSIS

Inhibitors Creative Solutions to Common Cries for Help	SMALL COLLEGE SETTING	Facilitators Making the Most of What You've Got
Limited clinical facilities on campus		Close contact with students facilitates individualized instruction and advising
Limited budget for staff development		Volunteerism is an accepted norm
Limited funds for library and materials		Networking is common and accepted
Non-competitive salaries cannot attract top notch faculty		Freedom from red tape
Limited faculty knowledge of special education		Special empathy for handicapped
Overcrowded curriculum		Emphasis on teaching and service
Faculty members who tend to be generalists		

The following section, "Common Cries for Help," is arranged according to three general areas: budget constraints (mentioned by 35% of the respondents to the questionnaire); personnel problems (mentioned by 27%); and time and curricular constraints (mentioned by 16%). The final section presents a view of the small college milieu and discusses how it can be used to greatest advantage to effect curricular change. Entitled "Making the Most of What You've Got," the contents discuss how to successfully take advantage of variables like small size, tradition, and norms of volunteerism in order to make the most of the small college environment.

COMMON CRIES FOR HELP

Help! We Have No Clinical Facilities on Campus!

Field and clinical experiences are valuable in and essential to awareness programs for regular education students. In addition to making prospective teachers aware of the range of individual needs and handicapping conditions, field and clinical experiences give students a realistic view of how school professionals interact. Although a large number of questionnaires stressed the need for direct, hands-on experiences with handicapped students, several respondents made particularly useful and specific suggestions for providing such experiences. Many small school programs have learned to rely on the varied and rich practicum placements in the surrounding community. These placements can substitute, at least in awareness-level programs, for the more traditional laboratory college settings which larger universities can provide.

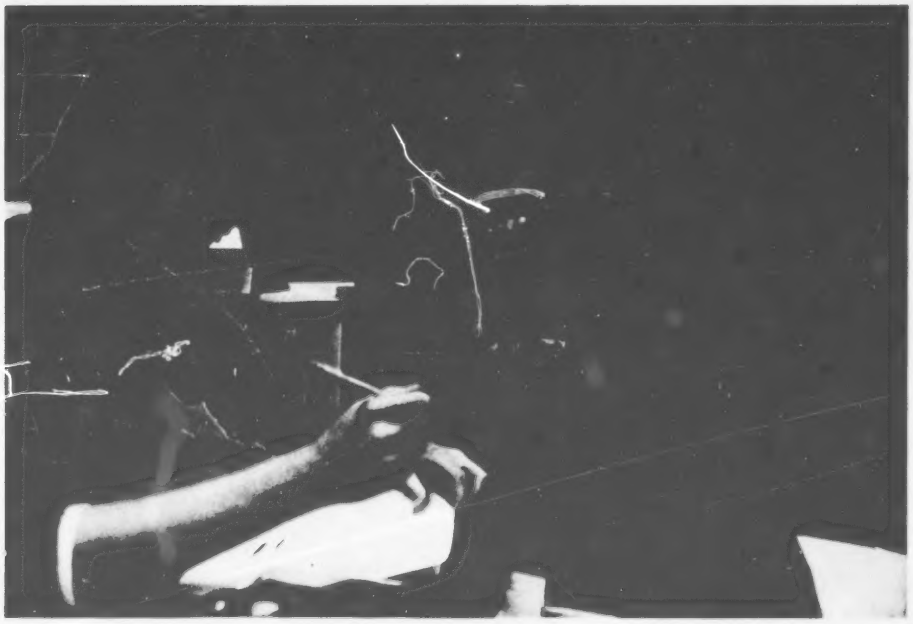
We use a teachers' aide system to place students in special education classes early in their careers. We can also offer internships, field work placements and practicum experiences for varying degrees of academic credit. (Judson College)

All education majors take a special education course that requires them to work in the field with handicapped students. We include a special course section on genetics. (Mobile College)

For regular education classes that require labs, we spend some laboratory time in special education settings. (Southwestern University)

We take small groups of regular education students on field trips in the community. We visit institutions for the retarded, mental health centers and group homes. (Judson College)

Some small colleges take advantage of resources outside the school district to prepare graduates to meet the needs of exceptional students. One advantage of this approach is to build awareness of the extended life experiences of handicapped persons. Particularly for classes that meet in the evening, field experiences that take advantage of recreational and leisure activities for handicapped citizens have proven to be good learning experiences.



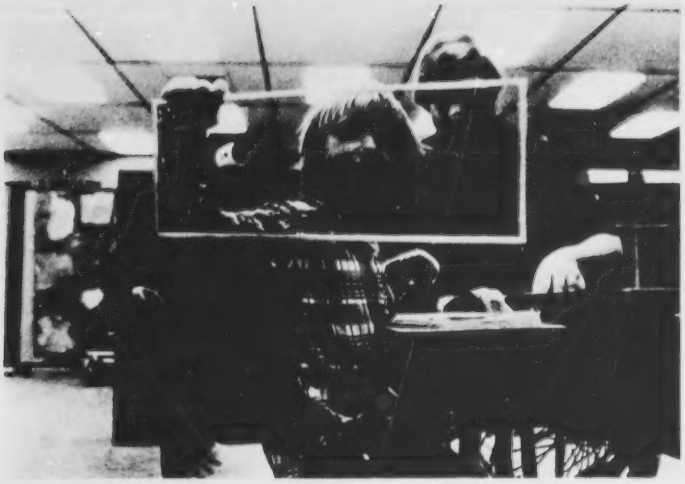
> A critical need is the re-education of all teachers to sensitize them to the needs of special students. We have 20-30 hours of field experiences so our students can know daily and naturally persons who are handicapped. (Spalding College)
>
> Our special education awareness fieldwork includes experiences like Special Olympics, babysitting a handicapped student and recreational activities through the local parks department. (Baker University)
>
> We sponsored the state Special Olympics basketball tournament on our campus and attracted 600 handicapped individuals. Our students found it to be an excellent learning opportunity, and many have continued as special olympics volunteers. (University of Portland)

In short, the lack of a laboratory school or clinical setting on campus led to the identification of alternate community activities that fill the same need. Whether providing field experiences in public school classrooms or programs, materials centers, residential facilities or recreational facilities, respondents found these experiences were invaluable to show regular education students how handicapped individuals are served in the community.

Help! We Have No Budget for Staff Development Activities!

Only a few respondents had easy access to funds for a series of faculty development activities, and these funds tended to be provided by a Dean's Grant. By far the largest number of respondents, however, used an assortment of free expert advice or, in some cases, traded guest lecturers in order to provide training for faculty and staff members in the new skills of special education. Some strategies relied on local sources for experts, and a number of small institutions reported benefits from participation in a consortium of universities.

> Most colleges and universities throughout Ohio have documented successful implementation of teacher education faculty inservice. (Notre Dame College)
>
> Collaborative arrangements and programs with other institutions and agencies have enhanced our range of preparation experiences and environments. (Lewis-Clark State College)
>
> The small college caucus of the Teacher Education Division of CEC is an effective means of disseminating information among small college special educators. (Southwestern University)
>
> The College of the Ozarks is unique in that a learning center for college students with



learning disabilities has existed here for a number of years. The staff of that unit has been most helpful. (College of the Ozarks)

We use field-based instruction and field-based trips for faculty as well as students. Simulations and community resources are shared with all faculty as well as students. (Bellarmine College)

Get a commitment from your state department of education to serve as a resource. They are particularly important advisors for certification track students. (Eastern Nazarene College)

Work through Continuing Education to bring workshops to the students, faculty and area school personnel. They can all attend together. (University of Minnesota, Morris)

If professors have not been teaching in a classroom situation within the last five years during the special education "explosion," arrangements must be made for them to do so. (Bryant College)

Routing articles and information about the disabled to as many professors as possible is helpful. Pick research oriented ones for those so inclined. Choose practical ones for those who want application information. Also, offer to be guest lecturer in education classes; this inservices faculty while it informs students. (Williams Woods College)

Help! We Have No Funds for Library and Materials Expansion in Special Education!

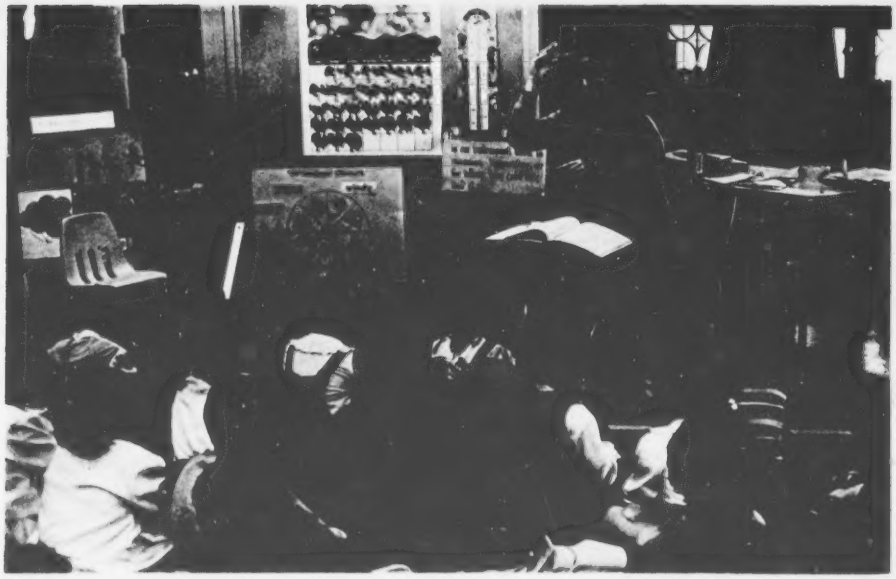
Small college faculty members have identified a number of inexpensive creative ways to augment a small materials budget. Several located state sources of free rental films. A number took advantage of consortium arrangements to share and loan materials back and forth. Several respondents told of arrangements with local school districts to borrow materials. Almost all had located speakers and resource persons to provide information that might otherwise be missed with a limited materials budget.

> A Down's syndrome child joined us and educated us all during one class session. (Otterbein College)
>
> Some of our best classes have had a panel of parents of handicapped students to provide information and free information from their organization. (David Lipscomb College)
>
> We are just beginning to explore ways to use microcomputers to teach special learners. The possibilities seem highly promising, though we find little software or advice on software suitable for mainstreamed students. (Malone College)
>
> We have found organizations like the Association for Retarded Children and the Association for Learning Disabilities can loan free films and free materials. (University of Portland)
>
> We have relied on panels of parents and handicapped students to provide training in lieu of a large materials budget. (David Lipscomb College)
>
> Something that has really helped me is using literature as a supplement to the exceptionality being studied. This encourages the undergraduate to see the exceptional child as a real person with feelings, needs, etc. (William Jewell College) NOTE: An excellent resource is *The Handicapped in Literature*, edited by Eli M. Bower, Love Publishing Company.
>
> We use a module with suggested bibliography. Also we have some special education coursework on a cooperative interinstitutional TV network. (Austin College)
>
> The special education materials are included in our curriculum laboratory with regular education materials. They are grouped by subject matter with other materials but color coded for visibility. In this way, regular educators get exposure and special educators also have a standard for comparison of their materials with regular materials. (Athens State College)

Help! Our Salaries are Non-Competitive So We Can't Attract Top People!

Like other problems related to low-budget operations, small colleges have found ways to use the local community to best advantage. A subsequent section of this chapter describes the long-established and valued norms of good teaching in many small colleges. Faculty members tend to spend less time in research and publishing activities than their peers in larger institutions. Therefore, using competent public school teachers as adjunct faculty members has been a useful technique in some colleges. The current job market in higher education also has had an effect. The scarcity of university jobs in special education has improved the quality of the applicant pool. As unfortunate as this situation may be for job seekers, small colleges are benefitted by being able to attract applicants of high quality even if the salaries they offer are not competitive.

> Our special education faculty member is also a parent of an exceptional child, and active in parents groups. We can take advantage of all these areas of expertise in our program. She has a special focus, input, and empathy. (Bryant College)
>
> We have had much success using master teachers in special education as adjunct faculty in our teacher education programs. (Christian Brothers College)
>
> We plan to engage qualified handicapped persons as faculty members for our undergraduate courses. (St. Norbert College)



Help! Our Current Faculty Has Such a Limited Knowledge of Special Education!

One of the most difficult problems generated by small size is the fact that faculty members can extend themselves only so far. It is difficult to gain sufficient flexibility with a small staff in order to meet all program demands without having to slack off in one area (e.g., media development) to serve another (e.g., handicapped child). The problem also was reported frequently in relation to faculty members' knowledge of special education. This problem is crucial to the 46% of small colleges responding to the questionnaire because they have one or fewer full-time special education positions. Thus the person in special education has the dual role of teaching all special education courses and providing inservice training for all faculty members. The staff of many Dean's Grant Projects have discovered that the second task is a full-time job in itself. Nevertheless, several respondents had found creative solutions to carrying a teaching load and, at the same time, training faculty members. Collaboration was a useful technique.

> We use collaborative programs and arrangements with other institutions to enhance the range of preparation experiences and environments and to fund adjunct faculty positions on a shared basis. (Lewis-Clark College)
>
> Involve the local school system in your planning to teach coursework. They have some "experts" who are willing to help. (Eastern Nazarene College)
>
> We use both the local city schools and the county educational service district to provide us with part-time faculty. Some hold joint appointments. (Southern Oregon College)
>
> I am constantly circulating information on local school district and Association workshops (ACLD, CEC) to the regular faculty. We try to carpool because of the valuable and informative discussions we have in transit. (University of Portland)
>
> We have worked through both continuing education and the local school system to bring workshops and courses to our campus for students. Faculty members have been interested in sitting in on several of these. (University of Minnesota, Morris)
>
> I have tried to build a working relationship with other teacher trainers in regular education by finding out what they teach in their classes and how this can be built upon in the special education coursework. (Williams Woods College)
>
> We collaborate as a team and plan activities together. This enables both special education and regular education students, as well as

faculty, to get maximum exposure in both fields. (Dillard University)

Help! Our Curriculum Is Already Overcrowded. How Can We Add On Coursework in Special Education?

Most small colleges have established faculty and curriculum of required courses. In order to carry out changes related to special education, a careful balance must be maintained. If new programs emerge and upset the equilibrium, they take students from existing programs. Students have too few electives as it is and too many required courses. Yet, if the mandate of Public Law 94-142 is to have an effect in small colleges, some changes must occur in curriculum. The two most common strategies used by the Dean's Grant Projects are adding on courses in special education or inserting modules with special education content into existing courses; these strategies also are reported to be in use in small colleges, most of which do not have the advantage of Deans' Grants discretionary staff-development funds. However, in small college settings, adding a new course that gives an overview of exceptionalities appears to be more common. Perhaps this is due to the difficulty of teaching faculty members new skills in special education. The new course may more clearly fill state certification requirements which, in many areas, require documentation of special education knowledge for regular teachers.

Whatever the reason, most respondents to the questionnaire reported the addition of coursework as a successful strategy for insuring that students will acquire the knowledge and skills they need to work with the range of exceptionalities. An interesting aspect of such a course is that it often includes both regular and special education students. Granted that this usually is necessary because of small student enrollments, it provides a nice mainstreaming model in itself, one that not every large school can match.

> Requiring the course *Principles of Exceptional Learners* has been a boon to our teacher education program, for all teacher education graduates are now better prepared to teach mainstreamed students. (Malone College)
>
> Elementary education majors and special education majors in the same class can discuss their mutual concerns about the education of handicapped children — attitudinal changes for the better can result. (Ohio Dominican College)
>
> We involve regular educators in courses related to areas of exceptionality. Providing field experiences for special and regular teachers together strengthens teamwork in diagnosing, identifying and referring exceptional students. (University of Charleston)
>
> We model the mainstreaming approach by grouping preservice elementary special education and high school teachers in courses, modules and in student teacher seminars. (Bellarmine College)
>
> We design courses for regular and special education students to take together so they recognize the need to work together. Our laboratory experiences provide regular education settings for special educators and vice versa so that at least some of the time they can experience a different setting. (Winston-Salem State University)
>
> We offer upper level courses in special education in the evening for graduate or undergraduate credit to draw in many resource persons, as speakers, but also as graduate students and teachers taking the class. (Bluefield State College)
>
> We encourage students who are training in special education to utilize their training and knowledge in regular education classes; through their reports, presentations, etc., they can inform both other students and faculty about new developments in the field. (Southwestern University)

Help! What Will I Teach? I Haven't Been Trained in This Area!

This cry is heard from regular faculty members who feel that they are not prepared to teach special education awareness courses when there is no special educator on the faculty. Surprisingly, the same cry comes from special educators who lament the fact that they are not prepared to teach every specialty in the field of exceptional education, and there is no one else to do it. The problem is common to a small college environment. Faculty members, because of the relatively large areas of curriculum they must teach, are usually generalists by training. A faculty member whose training is too specific in one area would overbalance that area to the detriment of other important content. Some curricular strategies that work have been discussed in previous sections of this chapter. The ones that are highlighted here have a slightly different point to make, one that is related to small size. Most "Overview of Handicaps" courses appear to be at the awareness stage, that is, they are highly appropriate for neophyte teachers. Strategies with a high level of student involvement, simulations, field tutoring, and participation lectures with handicapped individuals are especially appropriate for raising awareness and building positive attitudes toward handicapped students. By augmenting coursework with outside resource persons and experiences, generalists faculty members can build on what they may see as limited training and provide the specific knowledge and information that may be needed.

> First we show videotapes to provide insights into how to help teach kids without handicaps in the classroom to be more sensitive to the needs of handicapped kids. We also have interviews with handicapped young adults who provide a special understanding of their dilemmas and joys. (Lafayette College)

> Our students begin work with preschool handicapped children and then spend a full week in the fall doing an in-depth study of a handicapped child in school. Then we debate the relevance of special education and regular education programs to the real lives of adult handicapped individuals. (Lewis-Clark State College)

> We do role playing of an IEP conference. Also, we use guest speakers who discuss the importance of public relations among regular and special education teachers. Elementary and special education majors are in the same courses and can discuss mutual concerns; this has been helpful in building better attitudes. (Ohio Dominican College)

> I use many speakers with different disabilities. They share society's attitudes toward them, their school experiences, and compensating devices. My students also do individual projects and book reviews on the topic. (Luther College)

MAKING THE MOST OF WHAT YOU'VE GOT

From the preceding discussion it is apparent that small college settings are unique in several significant ways. On the negative side, budget constraints, limited facilities, and small faculties present problems for new and developing programs. However, some aspects of the small college setting hold significant advantages for teacher preparation programs generally and special education programs particularly. Some of these advantages are described here. In order to avoid repeating the contents of previous chapters I focus on the aspects that were most frequently mentioned by respondents to the questionnaires. Direct quotes illustrate points in the text.

Almost every respondent remarked on several variables related to small size. Of these, close contact with students and individualized instruction were seen as the most significant assets. Operational procedures, such as accepted norms of networking, volunteerism, and freedom from much red tape were considered to be positive situational aspects, and several respondents from small religious-oriented colleges mentioned a special empathy among their students to the needs of handicapped young people.

Close Contact with Students Facilitates Individualization of Coursework and Advising

The norm of close faculty-student interactions was seen by most respondents as the biggest advantage to a small teacher education program, although quality may not be so much a phenomenon of size, but of excellence of offerings. Most respondents described interactive planning and extensive field supervision and advising, techniques that demand relatively small numbers of students. The advantages of close personalized attention to student coursework and supervision were mentioned as the means of insuring all students a variety of experiences that are sequenced to prepare them to work with a range of handicapped and non-handicapped students.

Smaller enrollments allow for flexibility and many options in arranging for students' training experiences, which the following observations demonstrate:

> The small student-professor ratio allows much individualized college instruction, as well as close supervision in practicums. (Bryant College)
>
> We have great flexibility in arranging for and supervising field work experiences. (Baker University)
>
> Our faculty has close interactions and we plan most experiences togethe.. (Bellarmine College)
>
> We give great attention to curricular planning and personal attention to students' training and preparation. (Judson College)
>
> The focus is on the individual — both college student and the exceptional pupil. Hopefully,

> we model the individualized instruction that we teach. (Otterbien College)
>
> Small colleges practice the interpersonal, interactive education that is preached as a way to work with handicapped students. Because of this interpersonal approach, students feel free to contribute their experiences and ideas in the classroom, thus being a resource and enlarging the experiences of everyone else. (Athens College)
>
> Our individualized advising system insures that students willingly choose the teaching profession. We also support students who opt out, or who have been terminated by the department. (Fontbonne College)

The last few responses point out an interesting aspect of this emphasis on individualization. The respondent from Otterbein College put it concisely: "Hopefully we model the individualization that we teach." In providing a model and an analogy for the mainstreaming process in public schools, small colleges seem to be doing a good job.

Volunteerism is an Accepted Norm

Small colleges, perhaps because of the budget constraints under which they operate, seem to have long-standing and established norms of volunteerism. They are evident particularly in description of field placements, where students usually assist and volunteer in private agencies and organizations as well as in public school situations. Also, perhaps because of the emphasis on individualized counseling and planning, students are exposed to a particularly wide and flexible spectrum of experiences.

> We have much more flexibility in placing our students in the field. Many choose to babysit on a volunteer basis for handicapped children. (Christian Brothers College)
>
> Our students have participated in special olympics all year round on a volunteer basis. (University of Portland)

Freedom from Red Tape

Several respondents mentioned the relative ease of making programmatic changes in small colleges. Because of the unusually small numbers of faculty members and departments who must give approval, time and work is saved. Much of the red tape and delay that is common to larger institutions can be avoided. Flexible approaches to scheduling and program design often are encouraged as a means to attract more students. Small colleges may be exempt from some of the state regulations that restrict larger universities within the state system.

Networking is Common and Established

In small and underfunded environments, it is common to develop support networks, both informal sharing arrangements and more formalized inclusive systems, like the Ohio Inservice Network (1). It is logical and cost effective to share resources, personnel, and facilities, and there even may be some additional benefits, which the following observations demonstrate.

> We stress interactions with local school systems. (Bluefield State College)
>
> Since regular education and special education are working and sharing together, the "Them" and "Us" attitude is discouraged. (William Woods College)
>
> Our faculty has always had close interactions and shared well together. (Bellarmine College)
>
> Because we work and share well together we have been able to integrate the implications of Public Law 94-142 into the total teacher education curriculum in a way that would not have been possible in a larger institution. (Malone College)
>
> We have had close personal interaction between regular and special education students and educators during the preservice training experience. (Notre Dame College)

Many responses to the "Common Cries" section not only are creative but, also, reflect networking in action. The description of field experience and materials sharing particularly stress the advantages of small college and public school networking activities.

Special Understanding for Handicapped People

Several respondents mentioned that the type of students they attract are often predisposed toward particular strong, empathetic feelings for handicapped individuals. This attitude may be most evident in small colleges that have private or religious orientations (82% of the small colleges in the sample are private; about 70% are religious affiliated). In any case, some respondents felt that education for handicapped young people was "a natural" for the temperaments of their students.

> Because the students we receive are of a temperament that lends itself to empathy, patience, etc., it appears that basic, interpersonal relations are the key. (Bethany College)

(1) Information on the Ohio Inservice Network is available from Dr. Thomas Stephens, College of Education, The Ohio State University, Columbus, Ohio 43210.

> Special education helps develop better understanding and empathy for others, values that we cherish. (David Lipscomb College)
>
> we hope to affect the attitude of present educators. Humanization of values and hope for the world is needed, rather than remaining insular. (Spalding College)

Small colleges have often been in the position of underdogs with fewer resources and programs than large institutions. This position itself can facilitate understanding of and empathy with exceptional students who, so often, are underdogs in the public school system.

Emphasis on Teaching and Service

The missions of most small colleges emphasize teaching and service, with research a less important concern. Faculty members' time is more directly devoted to teaching and service than is possible at many larger institutions, where graduate students often assist with undergraduate teaching in order to release faculty members for research assignments. In small colleges, faculty members stress their teaching roles and pride themselves on the ability to know and individually counsel students. Both these students and the surrounding community profit from increased attention to course planning, field work, and volunteer field experiences.

SUMMARY

The focus of this chapter has been the successful strategies that small colleges use to carry out curriculum changes for the inclusion of material on educating handicapped students in regular classrooms. One fact should be clear: Those of us who work in small schools have a common set of problems as well as advantages. The disadvantages of small colleges may be more than compensated for by the advantages. To establish this conclusion, I have described the strategies that accentuate our positive position and the creative techniques to overcome or at least minimize the negative aspects of our situation.

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Lewin, K. Group Decision and Social Change. In E. E. Maccoby, T. M. Newcomb, & E. C. Hartley (Eds.), *Readings in Social Psychology*. New York: Holt, Rinehart and Winston, 1958, 197-212.

SMALL COLLEGE CONTACT INFORMATION

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Baldwin, KS 66006
(913) 594-6451

Bellarmine College
Sr. M. Serra Goethais
Louisville, KY 40205
(502) 452-8011

Bethany College
Sterling Benson
Lindsborg, KS 67456
(913) 227-3311

Bluefield State College
William Bender
Bluefield, WV 24701
(304) 325-7102

Bryant College
D. E. Miller
Dayton, TN
(615) 775-2041

Christian Brothers College
M. A. Miller
Memphis, TN 38104
(901) 278-0100

Coilege of the Ozarks
Waldo Widell
Clarksville, AK 72830
(501) 754-2610

David Lipscomb College
Thomas Whitfield
Nashville, TN 37203
(615) 385-3855

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Patricia M[illegible]ris
New Orleans, LA 70122
(504) 944-8751

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Quincy, MA 02170
(617) 773-6350

Fontbonne Cc 'lege
Sr. Rita Schmitz
St. Louis, MO 63105
(314)862-3456

Gallaudet College
Gilbert Delgado
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(202) 651-5069

Judson College
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Marion, AL 36756
(205) 683-6161

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(314) 642-2251

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Jo Whittenmay
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(919) 725-3563

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New Orleans, LA 70118
(504) 865-3540

Chapter Five
Grantsmanship — Small Can Be Beautiful

Alfred Schwartz, Drake University

ABSTRACT: *Small colleges are eligible to receive public and private grant funds. The fine art of grantsmanship, however, is based on knowing what foundations or agencies are awarding funds for what purposes, skill in developing suitable proposals, and perseverance. Each funding organization sets its own criteria, and every proposal must meet the criteria of the agency or foundation to which it is directed. The key to the process is in the following seven components: (a) credibility of the institution, (b) documented need, (c) clearly defined objectives, (d) methods proposed to achieve the results, (e) evaluation that relates to objectives, (f) previously defined budget, and (g) evident future considerations.*

The two sources of grants for colleges of education are private foundations and governmental agencies, both federal and state. They award funds according to the terms of programs set by legislatures or governing boards. Thus, in order to make successful application for grants, it is essential to know what foundation or government agency is making awards for what purposes and how to go about making an application that will be competitive. The foci of this chapter, then, is (a) where to find the information that grantseekers need and (b) how to use that information. To simplify the presentation, however, the chapter is divided into sections — the sources of grants — and, for each source, how to write a proposal.

PRIVATE FOUNDATIONS

Where to Obtain Information

Overall there are more than 22,000 active foundations in the United States. Generally they are classified by the size of grants they award: under $5000 and $5000 and up. The first group is the largest: It is made up of roughly 19,000 foundations that administer 7% ($2.8 billion) of all foundation assets and make 11% ($300 million) of all foundation awards. They dispense literally hundreds of thousands of small grants that range in size from $1 to several thousand dollars each. The grants provided by these organizations often "are important as local sources of funding and sometimes serve as conduits for substantial grantmaking beyond the capacity suggested by the small assets they report" (*The Foundation Directory*, 1981, p. vii). About 7% of the requests made to these foundations result in grants.

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Detailed information on these foundations can be obtained from the *National Data Book* (published by The Foundation Center; see information on the Center in a following subsection). Each entry lists a foundation's name and address, IRS number, assets, gifts received, the aggregate amount of grants paid, and the name of the principal officer.

The 3363 foundations that make grants of more than $5000 account for 93% of all foundation assets and 89% of total grant dollars. Four types of foundations are distinguished:

Type of Foundation	Number
Independent	2618
Company-Sponsored	602
Community	95
Operating	48
	3363

(Source: *The Foundation Directory*, 1981, p. vii)

Independent foundations generally have been endowed by an individual, group, or family to aid social, educational, religious, or other activities. Each foundation, however, may limit its awards to particular interests. Examples are Ford, Carnegie, and Rockefeller Foundations.

Company-sponsored foundations maintain close ties to the corporations that provide funds and make grants according to the companies' interests, which are not necessarily narrow. Examples are EXXON Education, Sears Roebuck, and Arco Foundations.

Operating foundations make only grants that are related directly to their programs, usually in defined research areas or direct services.

Community foundations tend to be publicly supported and to provide funding for social, religious, educational, or other charitable activities in a specific community or region.

Between 1976 and 1980, the number of grants made to education by private foundations has increased from 2753 ($203 millions) to 5067 ($313 millions; see *The Foundation Directory*, 1981, p. xix, Table 12). Some of the notable awards are as follows:

Alfred P. Sloan Foundation: $3,025,000 for "The New Liberal Arts Program" to encourage students in quantitative reasoning, applied mathematics, and technology.

Mott Foundation: 2.4 million for a 5-year "Minority Higher Education Program" (started in 1979); total grants are expected to reach $20 million during the 1980s.

Ford Foundation: $50 million, half of a $100 million fund to be awarded over a 6-year period to upgrade black colleges and help underrepresented minorities in colleges.

Lilly Endowment and Kellogg Foundation also are funding programs for black colleges. Lilly, for example, awarded $123 621 to Florida Memorial College to improve social science programs (Bencivenga, 1982, pp. B9-10).

Indeed, "higher education ... is a higher priority for the 97 largest foundations" (*Foundation Grants Index*, p. vii). "Educational institutions received the largest proportion of grant dollars (41 percent) and the number of grants (3.2 percent), with private universities and

colleges accounting for over half this amount" (*Foundation Grants Index*, p. x). About half of all education grants fall into three broad categories: (a) program development, including special projects, seed money or start up funds, program expansion, and new staff or faculty positions; (b) general or operating support, including grants for on-going programs, services, or staff positions; and (c) research, including studies, experiments, and demonstration projects.

In the introduction to *The Foundation Directory* (1981), the authors list some of the reasons that "worthy requests" are turned down each year:

> 1. Applications fall outside the foundation's fields of interest.
> 2. Applications are poorly prepared; they "do not reflect a careful analysis of the applicant organization's needs, its credibility, or its capacity to carry out the project proposed" (p. viii).
> 3. Qualifications of project staff are not well established.
> 4. Budget or evaluation design is not convincing.
> 5. Organization may not be fitted to provide service proposed (p. viii).

The authors go on to make six suggestions which will not guarantee grants but will assure careful consideration of applicants in the competition for funds:

1. Become familiar with the basic facts about foundations in general and how they operate.
2. Know the particular foundation's areas of interest, its objectives, and capacity to give a grant in the amount needed.
3. Submit only those proposals which fall within the foundation's areas of interest and within its means.
4. Query the foundation before preparing and submitting lengthy proposals.
5. Remember that funding for general operating budgets, scholarships, fellowships, loans, and foreign institutions is available only from relatively few foundations, often within special limitations. In these special cases, be sure that a request meets foundation requirements before submitting an application.
6. If a grant is made, make regular evaluation and progress reports with a sufficiently detailed accounting of expenditures of foundation funds. (*The Foundation Directory*, 1981, p. viii)

Anyone who contemplates seeking a grant from private foundations should become familiar with the publications of The Foundation Center.

The Foundation Center

The Center has been the national headquarters for information on private foundations for over 20 years. Using voluntary reports and public records, it analyzes the activities of grantmaking organizations. These analyses are presented in 10 publications which are updated frequently. Anyone seeking a grant from a private foundation should use these books as a starting point.

The Foundation Directory, 8th Edition, 1981 (638 pp.) $45.00. The contents include descriptions of the 3363 largest foundations. Each entry describes a foundation's giving interests, address, telephone numbers, financial data, names of donors, key officers, and grant application information. Also included is an index to state and city locations which permits the identification of locally oriented foundations and necessary information, and a revised and expanded index of fields of interest.

National Data Book, 6th Edition, 1982, $45.00. This directory is the only publication that includes all currently active grantmaking foundations in the U.S. Names are arranged by state in descending order of annual grant totals. Entries include name, address, principal officer, full fiscal data, and indication of which foundations publish annual reports.

Source Book Profiles, 1982, Subscription Fee, $200. Complete set of 500 1981 Profiles, $200. This annual subscription service offers an in-depth view of the 1000 largest foundations along with each one's giving patterns by subject area, type of support, and type of recipient.

Foundation Grants to Individuals, 3rd Edition, 1982 (236 pp.) $15.00. Pulls together all pertinent information on the foundations that make grants directly to individuals and the eligibility requirements.

Foundation Grants Index Annual, 11th Edition, April 1982, $30.00. Includes information on the kinds of organizations and programs the major foundations have been funding (best available indicator of future giving priorities). Each entry includes the amount and date of grant, name and location of recipient, description of grant, and known limitations in foundation's giving pattern. Also includes index to grant recipients by name, and index to subject key words and phrases, and a combined geographic and subject category index.

Foundation Grants Index Bimonthly, 1983 annual subscription, $20.00, 6 issues. The foremost current "awareness" tool in the field. Each issue includes about 2000 recent grants of $5000 or more reported by about 500 major foundations. Grants are listed within each state by foundation; full information is presented on each grant. Two indexes (key words and recipients) give information easily and quickly.

COMSEARCH *printouts*, published annually in May; full list of categories, available on request. Computer-produced guides to foundation grants. Subjects include 78 separate subject listings (can be ordered on microfiche or by subject area of interest). A new series, COMSEARCH *Super Topics* covers all grants in 11 broad topic areas.

Foundation Fundamentals: A Guide for Grantseekers, Florence V. Burden Foundation, 1981 rev. ed., $6.50. This is the book to read first. It is a step-by-step guide through the funding research process and leads to appropriate funding sources. Includes tables with current figures on grants made; over 50 illustrations; worksheets; and checklists to help applicants get started in search.

Conducting Evaluations: Three Perspectives, 1980, $2.95. Issues in evaluation are explored from viewpoints of granting agency, grant recipients, and professional evaluation community. Annotated bibliography is included.

Corporate Foundation Profiles, March 1983. Contains comprehensive analyses of over 200 of largest company-sponsored foundations by subject, type of support given, and geographic indexes.

All the publications and materials produced by the Foundation Center are available through its nation-wide network of reference collections.

> The reference libraries operated by the Center offer the widest variety of user services and the most comprehensive collections of foundation materials, including all Center publications, books, services and periodicals on philanthropy, and foundation annual reports, newsletters and press clippings . . .
>
> Cooperating collections contain . . . a complete collection of Foundation Center publications. Local affiliate collections (starred) provide a core collection of Center publications for free public use.
>
> Some references collections (*) are operated by foundations or area associations of foundations. They are often able to offer special materials or provide extra services, such as seminars or orientations for users, because of their close relationship to the local philanthropic community. All other collections are operated by cooperating libraries or other nonprofit agencies. Many are located within public institutions and all are open to the public during a regular schedule of hours.

> Please telephone individual libraries for more information about their holdings or hours. To check on new locations call toll-free 800-424-9836 for current information. (*The Foundation Directory*, 8th ed., supplement, 1982, p. ix)

The names and addresses of references and cooperating collections maintained by the Center are listed in Table 1.

How to Write a Proposal

The same kinds of information are needed to apply for a grant from a private foundation as from a governmental agency. Grantsmanship Center, a nonprofit institution located in Los Angeles, California, has developed a model for writing grant proposals which has been adopted by private foundations as well as governmental agencies. It is discussed in the section on federal grants, "Writing the Grant Proposal," under "Step 3." (See "Model B: Program Planning and Proposal Writing.") When a foundation has particular requirements, they usually are noted in *Foundation Grants Index*.

STATE AND FEDERAL AGENCIES

State Grants

In each state there is a unit, usually in the department of education, which receives and awards federal and state funds to support projects. In Iowa, for example, the State Department of Public Instruction has fiscally supported a number of specific projects over the past five years.

A subcontract issued by a state to conduct a training program is just as valuable as a project funded by a federal agency. Sometimes a consortium of small institutions may be more successful than a single college in seeking funds from the state unit. As a start, try making friends with department of education personnel in your state; the amount of information you receive and your stock may rise.

Find out what kinds of proposals have been funded in what institutions during the last few years. If you cannot visit the department in person, write to an appropriate individual there or ask your state legislator to help you to obtain the list.

Get all the information that is available on the kind of proposal that is required, where and when it must be submitted, and the form the proposal must take. Generally, the contents of the proposal for a state grant should be the same as those for a federal grant.

Federal Grants

Different federal agencies usually are authorized by specific legislation to award various types of grants. The major types and the projects they fund can be classified as follows:

1. Capitation: Grant made to an institution for training purposes, amount of award based on enrollment.
2. Categorical: Similar to block grants except that funds must be expended within specific categories.

Table I

WHERE TO GO FOR INFORMATION ON FOUNDATION FUNDING

REFERENCE COLLECTIONS OPERATED BY THE FOUNDATION CENTER

The Foundation Center
888 Seventh Avenue
New York, New York 10106
212-975-1120

The Foundation Center
1001 Connecticut Avenue, NW
Washington, D.C. 20036
202-331-1400

The Foundation Center
Kent H. Smith Library
739 National City Bank Bldg.
629 Euclid
Cleveland, Ohio 44114
216-861-1933

The Foundation Center
312 Sutter Street
San Francisco, Calif. 94108
415-397-0902

Cooperating Collections

ALABAMA
Birmingham Public Library
2020 Park Place
Birmingham 35203
205-254-2541

Auburn University at Montgomery Library
Montgomery 36193
205-273-9110

ALASKA
University of Alaska, Anchorage Library
3211 Providence Drive
Anchorage 99504
907-263-1848

ALASKA
Phoenix Public Library
Social Sciences Subject Department
12 East McDowell Road
Phoenix 85004
602-262-4782

Tucson Public Library
Main Library
200 South Sixth Avenue
Tucson 85701
602-791-4393

ARKANSAS
Westark Community College Library
Grand Avenue at Waldron Rd.
Fort Smith 72913
501-785-4241

Little Rock Public Library
Reference Department
700 Louisiana Street
Little Rock 72201
501-374-7546

CALIFORNIA
● California Community Foundation
Funding Information Center
1151 West Sixth Street
Los Angeles 90017
213-413-4719

★ Riverside Public Library
3581 7th Street
Riverside 92501
714-787-7201

★ California State Library
Reference Services, Rm. 309
914 Capitol Mall
Sacramento 95814
916-322-0369

San Diego Public Library
820 E Street
San Diego 92101
714-236-5816

Foundation Center
San Francisco Field Office
see address above

Santa Barbara Public Library
Reference Section
40 East Anapamu
P.O. Box 1019
Santa Barbara 93102
805-962-7653

★ Central Sierra Arts Council
19411 Village Drive
Sonora 95370
209-532-2787

★ North Coast Opportunities, Inc.
101 West Church Street
Ukiah 95482
707-462-1954

COLORADO
Denver Public Library
Sociology Division
1357 Broadway
Denver 80203
303-571-2190

CONNECTICUT
Hartford Public Library
Reference Department
500 Main Street
Hartford 06103
203-525-9121

★ D.A.T.A.
81 Saltonstall Avenue
New Haven 06513
203-776-0797

DELAWARE
Hugh Morris Library
University of Delaware
Newark 19711
302-738-2965

FLORIDA
Jacksonville Public Library
Business, Science, and Industry Department
122 North Ocean Street
Jacksonville 32202
904-633-3926

Miami — Dade Public Library
Florida Collection
One Biscayne Boulevard
Miami 33132
305-579-5001

★ Leon County Public Library
Community Funding Resources Center
1940 North Monroe Street
Tallahassee 32303
904-487-2665

★ Orlando Public Library
10 North Rosalind
Orlando 32801
305-425-4694

GEORGIA
Atlanta Public Library
1 Margaret Mitchell Square at Forsyth and Carnegie Way
Atlanta 30303
404-688-4636

Table 1 *(continued)*

HAWAII

Thomas Hale Hamilton Library
General Reference
University of Hawaii
2550 The Mall
Honolulu 96822
808-948-7214

●★ Community Resource Center
The Hawaiian Foundation
Financial Plaza of the Pacific
111 South King Street
Honolulu 96813
808-525-8548

IDAHO

Caldwell Public Library
1010 Dearborn Street
Caldwell 83605
208-459-3242

ILLINOIS

● Donors Forum of Chicago
208 South LaSalle Street
Chicago 60604
312-726-4882

Sangamon State University Library
Shepherd Road
Springfield 62708
217-786-6633

INDIANA

★ Indiana University Northwest Library
3400 Broadway
Gary 46408
21[illegible]-980-6580

Indianapolis – Marion County Public Library
40 East St. Clair Street
Indianapolis 46204
317-269-1733

IOWA

Public Library of Des Moines
100 Locust Street
Des Moines 50308
515-283-4259

KANSAS

Topeka Public Library
Adult Services Department
1515 West Tenth Street
Topeka 66604
913-233-2040

★ Wichita Public Library
223 South Main
Wichita 67202
316-262-0611

KENTUCKY

●★ Louisville Community Foundation
623 West Main Street
Louisville 40202
502-585-4649

Louisville Free Public Library
Fourth and York Streets
Louisville 40203
502-584-4154

LOUISIANA

East Baton Rouge Parish Library
Centroplex Library
120 St. Louis Street
Baton Rouge 70802
504-389-4960

New Orleans Public Library
Business and Science Division
219 Loyola Avenue
New Orleans 70140
504-524-7382 ext. 33

MAINE

University of Southern Maine
Center for Research and Advanced Study
246 Deering Avenue
Portland 04102
207-780-4411

MARYLAND

Enoch Pratt Free Library
Social Science and History Department
400 Cathedral Street
Baltimore 21201
301-396-5320

MASSACHUSETTS

● Associated Grantmakers of Massachusetts
294 Washington Street
Suite 501
Boston 02108
617-426-2608

Boston Public Library
Copley Square
Boston 02117
617-536-5400

★ Walpole Public Library
Walcott Avenue at Union Street
East Walpole 02032
617-668-0232

★ Western Massachusetts Funding Resource Center
Campaign for Human Development
Chancery Annex, 73 Chestnut Street
Springfield 01103
413-732-3175

★ Grants Resource Center
Worcester Public Library
Salem Square
Worcester 01608
617-799-1655

MICHIGAN

Alpena County Library
211 North First Avenue
Alpena 49707
517-356-6188

Henry Ford Centennial Library
16301 Michigan Avenue
Dearborn 48126
313-943-2337

Purdy Library
Wayne State University
Detroit 48202
313-577-4040

Michigan State University Libraries
Reference Library
East Lansing 48824
517-353-8816

★ Farmington Community Library
32737 West 12 Mile Road
Farmington Hills 48018
313-553-0300

University of Michigan – Flint Library
Reference Department
Flint 48503
313-762-1408

Grand Rapids Public Library
Sociology and Education Dept.
Library Plaza
Grand Rapids 49502
616-456-4411

Michigan Technological University Library
Highway U.S. 41
Houghton 49931
906-487-2507

MINNESOTA

Minneapolis Public Library
Sociology Department
300 Nicollet Mall
Minneapolis 55401
612-372-6555

(Continued on next page)

Table 1 *(continued)*

★ Saint Paul Public Library
90 West Fourth Street
Saint Paul 55102
612-292-6311

MISSISSIPPI

Jackson Metropolitan Library
301 North State Street
Jackson 39201
601-944-1120

MISSOURI

● Clearinghouse for Mid-continent Foundations
Univ. of Missouri, Kansas City
Law School, Suite 1-300
52nd Street and Oak
Kansas City 64110
816-276-1176

Kansas City Public Library
311 East 12th Street
Kansas City 64106
816-221-2685

● Metropolitan Association for Philanthropy, Inc.
5600 Oakland, G-324
St. Louis 63110
314-647-2290

Springfield — Greene County Library
397 East Central Street
Springfield 65801
417-866-4636

MONTANA

Eastern Montana College Library
Reference Department
Billings 59101
406-657-2262

★ Montana State Library
Reference Department
930 East Lyndale Avenue
Helena 59601
406-449-3004

NEBRASKA

W. Dale Clark Library
Social Sciences Department
215 South 15th Street
Omaha 68102
402-444-4822

NEVADA

Clark County Library
1401 East Flamingo Road
Las Vegas 89109
702-733-7810

Washoe County Library
301 South Center Street
Reno 89505
702-785-4190

NEW HAMPSHIRE

★ Littleton Public Library
109 Main Street
Littleton 03561
603-444-5741

NEW JERSEY

★ The Support Center
744 Broad Street, Suite 1106
Newark 07102
201-643-5774

New Jersey State Library
Governmental Reference
185 West State Street
P.O. Box 1898
Trenton 08625
609-292-6220

NEW MEXICO

New Mexico State Library
325 Don Gaspar Street
Santa Fe 87503
505-827-2033

NEW YORK

New York State Library
Cultural Education Center
Humanities Section
Empire State Plaza
Albany 12230
518-474-7645

Buffalo and Erie County Public Library
Lafayette Square
Buffalo 14203
716-856-7525

Levittown Public Library
Reference Department
One Bluegrass Lane
Levittown 11756
516-731-3728

Plattsburgh Public Library
Reference Department
15 Oak Street
Plattsburgh 12901
518-563-0921

Rochester Public Library
Business and Social Sciences Division
115 South Avenue
Rochester 14604
716-428-7328

Onondaga County Public Library
335 Montgomery Street
Syracuse 13202
315-473-4491

NORTH CAROLINA

North Carolina State Library
109 East Jones Street
Raleigh 27611
919-733-3270

● The Winston-Salem Foundation
229 First Union National Bank Building
Winston-Salem 27101
919-725-2382

NORTH DAKOTA

★ Western Dakota Grants Resource Center
Bismarck Junior College Library
Bismarck 58501
701-224-5450

The Library
North Dakota State University
Fargo 58105
701-237-8876

OHIO

Public Library of Cincinnati and Hamilton County
Education Department
800 Vine Street
Cincinnati 45202
513-369-6940

Foundation Center
Cleveland Field Office
see address above

★ Ohio Dept. of Economic and Community Development
Office of Grants Assistance
30 E. Broad Street, 24th floor
Columbus 43215
614-466-2480

Toledo-Lucas County Public Library
Social Science Department
325 Michigan Street
Toledo 43624
419-255-7055 ext. 211

OKLAHOMA

Oklahoma City University Library
NW 23rd at North Blackwelder
Oklahoma City 73106
405-521-5072

Tulsa City — County Library System
400 Civic Center
Tulsa 74103
918-592-7944

OREGON

Library Association of Portland
Education and Documents Rm.
801 S.W. Tenth Avenue
Portland 97205
503-223-7201

Table 1 *(continued)*

PENNSYLVANIA

★ Northampton County Area Community College
Learning Resources Center
3825 Green Pond Road
Bethlehem 18017
215-861-5358

★ Erie County Public Library
3 South Perry Square
Erie 16501
814-452-2333

The Free Library of Philadelphia
Logan Square
Philadelphia 19103
215-686-5423

Hillman Library
University of Pittsburgh
Pittsburgh 15260
412-624-4528

RHODE ISLAND

Providence Public Library
Reference Department
150 Empire Street
Providence 02903
401-521-7722

SOUTH CAROLINA

★ Charleston County Public Library
404 King Street
Charleston 29401
803-723-1645

South Carolina State Library
Reader Services Department
1500 Senate Street
Columbia 29211
803-758-3181

SOUTH DAKOTA

South Dakota State Library
State Library Building
322 South Fort Street
Pierre 57501
605-773-3131

TENNESSEE

Knoxville — Knox County Public Library
500 West Church Avenue
Knoxville 37902
615-523-0781

Memphis Public Library
1850 Peabody Avenue
Memphis 38104
901-528-2957

TEXAS

● The Hogg Foundation for Mental Health
The University of Texas
Austin 78712
512-471-5041

Corpus Christi State University Library
6300 Ocean Drive
Corpus Christi 78412
512-991-6810

Dallas Public Library
Grants Information Service
1515 Young Street
Dallas 75201
214-749-4100

● El Paso Community Foundation
El Paso National Bank Building
Suite 1616
El Paso 79901
915-533-4020

★ Funding Information Center
Texas Christian University Library
Ft. Worth 76129
817-921-7000 ext. 6130

Houston Public Library
Bibliographic & Information Center
500 McKinney Avenue
Houston 77002
713-224-5441 ext. 265

Funding Information Library
1120 Milam Building
115 E. Travis Street
San Antonio 78205
512-227-4333

UTAH

Salt Lake City Public Library
Information and Adult Services
209 East Fifth South
Salt Lake City 84111
801-363-5733

VERMONT

State of Vermont Department of Libraries
Reference Services Unit
111 State Street
Montpelier 05602
802-828-3261

VIRGINIA

Grants Resources Library
Ninth Floor
Hampton City Hall
Hampton 23669
804-727-6496

Richmond Public Library
Business, Science, & Technology Department
101 East Franklin Street
Richmond 23219
804-780-8223

WASHINGTON

Seattle Public Library
1000 Fourth Avenue
Seattle 98104
206-625-4881

Spokane Public Library
Funding Information Center
West 906 Main Avenue
Spokane 99201
509-838-3361

WEST VIRGINIA

Kanawha County Public Library
123 Capitol Street
Charleston 25301
304-343-4646

WISCONSIN

Marquette University Memorial Library
1415 West Wisconsin Avenue
Milwaukee 53233
414-224-1515

WYOMING

Laramie County Community College Library
1400 East College Drive
Cheyenne 82001
307-634-5853

CANADA

● Canadian Centre for Philanthropy
185 Bay Street, Suite 504
Toronto, Ontario M56 1K6
416-364-4875

MEXICO

Biblioteca Benjamin Franklin
Londres 16
Mexico City 6, D.F.
525-591-0244

PUERTO RICO

Universidad del Sagrado Corazon
M.M.T. Guevarra Library
Correo Calle Loiza
Santurce 00914
809-728-1515 ext. 343

VIRGIN ISLANDS

College of the Virgin Islands Library
Saint Thomas
U.S. Virgin Islands 00801
809-774-1252

Source: *The Foundation Directory*, 8th ed., supplement, 1982, pp. ix-xi.

3. Conference: Grant awarded to support the costs of meetings, symposia, or special seminars.

4. Continuing Education: Grant made to support additional training or education or to update training in specific fields.

5. Demonstration: Grant made to establish or demonstrate the feasibility of a theory or method.

6. Discretionary: Grant made to support an individual project in accordance with legislation that permits the granting agency to exercise judgment in selecting the project, grantee, and amount of award.

7. Planning: Grant made to support planning, developing, designing, and establishing procedures for performing research or accomplishing other approved objectives.

8. Research: Grant made to support investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories in the light of new facts, or application of such new or revised theories.

9. Service: Grant made to support the organization, establishment, provision of the delivery of services (e.g., health or mental health services) to a specified community or area. Funds may also be awarded in the form of a block grant.

10. Staffing: Grant made to an institution to support salaries of professional and technical personnel and their inservice training. A staffing grant may be part of a capitation grant.

11. Study and Development: Grant awarded for the study and development of innovative and experimental programs that may lead to inclusion in curricula.

12. Training: Grant awarded to an organization to support costs of training students, personnel, or prospective employees in research or application of techniques in a particular area of concern. (White, 1976, p. 23)

Familiarity with the language of grant announcements is an advantage. Take the time to read some of the suggested material before you start the grantseeking process.

Sources of Information

Some institutions routinely receive information on grant programs for special education from the U.S. Department of Education. If you would like to be on the mailing list, write to the following:

U.S. Department of Education
Office of Special Education and
Rehabilitative Services
Washington, D.C. 20202

Both the federal government and private entrepreneurs publish information on the congressional funding of programs and the agencies that are authorized to award grants. The "basic reference" is the CFDA: *Catalog of Federal Domestic Assistance* (Fig. 1). It is published by the Superintendent of Public Documents; in 1983, the cost is $20.00 per copy. In the 1982 book, the following description appeared:

> The *Catalog of Federal Domestic Assistance* is a Government-wide compendium of Federal

programs, projects, services, and activities which provide assistance or benefits to the American public. It contains financial and nonfinancial assistance programs administered by departments and establishments of the Federal Government.

1982 CATALOG OF FEDERAL DOMESTIC ASSISTANCE

Descriptions of Federal Government's domestic programs to assist Americans in furthering their social and economic progress.

- Identifies types of assistance needed through five different indexes: Agency Program, Functional, Applicant Eligibility (Individual, Local, States. Nonprofit Organizations and Institutions. Native Americans, and U.S. Territories) Popular Name, and Subject.
- Explains nature and purpose of programs.
- Specifies who is eligible to apply and who benefits.
- Tells what kinds of credentials/documentation you may need to obtain assistance.
- Lists application and award process, including deadlines.
- Provides financial information for three fiscal years.
- Lists available printed materials.
- Shows closely related programs.

Compiled and edited for the Executive Office of the President by the Office of Management and Budget.

SUGGESTED IDENTIFICATION:
1982 Catalog of Federal Domestic Assistance
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

The 1982 edition is sold on a subscription basis by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. It consists of the basic manual and changes as issued for one year. The order for the Catalog must be accompanied by a check or money order made payable to the Superintendent of Documents. Although the Catalog is published by the Office of Management and Budget, subscriptions for the catalog are only available through the Government Printing Office (see Subscription Form in back of Catalog).

Fig. 1

As the basic reference source of Federal programs, the primary purpose of the Catalog is to assist users in identifying programs which meet specific objectives of the potential applicant, and to obtain general information on Federal assistance programs. In addition, the intent of the Catalog is to improve coordination and communication be-

> tween the Federal Government and State and local governments. . . .
>
> The Catalog is published annually, using the most current data available on the status of programs at the time the Catalog or updates to the Catalog are compiled. The basic education of the Catalog, which is usually published in May, reflects completed congressional action on program legislation (p. iv)

The catalog consists of three basic sections: the indexes, the program descriptions, and the appendices. The indexes give you several ways to look for help; depending on what you know already and who you are, you can search

- the Agency Program Index;
- the Applicant Eligibility Index;
- the Functional Index;
- the Subject Index; and
- the Index listing deadlines for program applications.

The heart of the catalog is the Program Descriptions section. Information on each program is arranged in a standard format intended to make finding the right program easy for the hopeful grantseeker (see Fig. 2).

SUGGESTIONS

1. When funds are very limited, discover the fine art of scrounging ("the acquisition of goods or services other than by direct purchase").
2. You can purchase a copy of the *Catalog of Federal Domestic Assistance* for $20.00. It is the best investment you, your colleagues, or your institution can make. Is the cost a problem? Try a local public library; use interlibrary loan; or ask your congressional representative to locate a "free" copy for you.
3. Get on the mailing list of some federal agencies (e.g., U.S. Department of Education) to receive notices in ample time for proposal writing.
4. With a little bit of luck and lots of cultivating, your colleagues at the "big" institutions may be willing to pass along "good tips."

A starting point for a specific grant is to secure a copy of the announcements that describe the program. To learn about possibilities in special education, write to the Office of Special Education and Rehabilitative Services. Ask for the most recent (1983 or 1984) grant announcements and applications for "Grants Under Training Personnel for the Education of the Handicapped" (CFDA 84.029). If writing to an impersonal department of federal government troubles you, then write directly to an appropriate individual. Departmental directories (U.S. *Government Manual*, especially) that identify personnel, addresses, and telephone numbers are available in most libraries. Congressional personnel also have this information on hand. At the Federal Information Centers, which are located in many cities, the staffs are prepared to respond to requests for assistance.

84.025 HANDICAPPED INNOVATIVE PROGRAMS—DEAF-BLIND CENTERS

(Centers and Services for Deaf-Blind Children)

FEDERAL AGENCY: OFFICE OF ASSISTANT SECRETARY FOR SPECIAL EDUCATION AND REHABILITATIVE SERVICES, DEPARTMENT OF EDUCATION

AUTHORIZATION: Education of the Handicapped Act, Title VI, Part C, Section 622; Public Law 91-230; 20 U.S.C. 1422.

OBJECTIVES: To establish model single state and multi-state centers to assure the provision of the following services to all deaf-blind children: (1) comprehensive diagnostic and evaluative services; (2) a program for their education, adjustment, and orientation, which includes prevocational and vocational training and (3) effective consultative services for their parents, teachers, and others involved in their welfare.

TYPES OF ASSISTANCE: Project Grants (Contract).

USES AND USE RESTRICTIONS: Grants and/or contracts may be used to provide those services listed under Objectives above and in addition, in-service training and dissemination of materials and information. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Public or private nonprofit agencies, organizations, or institutions. A grant or contract shall be made only if the Assistant Secretary of the Office of Special and Rehabilitative Services, determines that there is satisfactory assurance that the center will provide such services as stated in Public Law 91-230, Part C, Section 622 (d) (A,B,C.), Title VI, Education of the Handicapped Act.

AUTHORIZATION: Education of the Handicapped Act, Title VI, Part E, Public Law 91-230 as amended by Public Law 95-49; 20 U.S.C. 1441, 1442.

OBJECTIVES: To improve the education of handicapped children through research and development projects, and model programs (demonstrations).

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: To support research and related activities including model programs designed to improve the education of handicapped children, including physical education and recreation.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State or local educational agencies, public and private institutions of higher learning, and other public or private educational or research agencies and organizations are eligible to participate in the program.

Beneficiary Eligibility: Handicapped children served by grantees/contractors.

Credentials/Documentation: Costs will be determined in accordance with OMB Circular No. A-87 for State and local agencies.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: The standard application forms as furnished by the Federal agency and required by OMB Circular No. A-102 must be used for this program.

Application Procedure: Applications if hand carried should be delivered to: Department of Education Application Control Center, Room 5673, ROB No. 3, 7th & D Sts., S.W., Washington, DC. Mailing address: Department of Education Application Control Center, 400 Maryland Ave., S.W., Washington, DC 20202. Applications are reviewed by field readers. Their recommendations are the basis for approval or disapproval by the Secretary of Education. This program is subject to the provisions of OMB Circular No. A-110.

Award Procedure: Department of Education has final approval authority.

Deadlines: Specific deadlines are announced annually in the Federal Register. Separate competitions are held for: Model Programs, deadlines usually in December or January; Field Initiated Research, deadline usually October to November; Student Research, deadlines usually in October and March; Directed Research, deadline extremely variable.

Range of Approval/Disapproval Time: 90 to 160 days.

Appeals: Not applicable.

Renewals: Renewed annually, if appropriate, upon staff review and acceptance of evidence of satisfactory performance and availability of funds.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: Cost sharing expected on all projects.

Length and Time Phasing of Assistance: Research projects, indefinite; phasing dependent upon the needs of individual projects. Demonstration grants under the Handicapped Children's Model Program are supported for up to three years.

POST ASSISTANCE REQUIREMENTS:

Reports: Progress and fiscal reports as required by award document. A final report is submitted to the Grants Officer in the Department of Education at completion of project.

Audits: Post-audit plus periodic audits during life of project.

Records: All recipients of grants or contracts are required to retain all records relative to the grant or contract for a period of 3 years from the termination date of the grant or contract.

FINANCIAL INFORMATION:

Account Identification: 91-0300-0-1-501.

Obligations: (Grants and contracts) FY 81 $14,993,818; FY 82 est $7,200,000; and FY 83 est This program is proposed for funding as part of a consolidated Block Grant Program.

Range and Average of Financial Assistance: $4,000 to $500,000; $105,000.

PROGRAM ACCOMPLISHMENTS: There were 179 projects funded in 1980, 164 in 1981, and an estimated 90 in 1982.

REGULATIONS, GUIDELINES, AND LITERATURE: Research Guidelines published in the Federal Register February 20, 1975, Vol. 40, Number 35, pp. 7408-7430. Revised Regulations and Model Program Guidelines published in the Federal Register August 18, 1978, Vol. 43, Number 161, pp. 36634-36638, and June 18, 1981, Vol. 46, No. 117, pp. 31996-31998.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: For Research: Research Projects Branch, Division of Innovation and Development, Office of Assistant Secretary for Special Education and Rehabilitative Services, Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Telephone: (202) 245-2275. Contact: Dr. Max Mueller. For Model Programs: Division of Innovation and Development, Office of Assistant Secretary for Special Education and Rehabilitative Services, Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Telephone: (202) 245-9722. Contact: Joseph Rosenstein.

RELATED PROGRAMS: 13.613, Mental Retardation—President's Committee on Mental Retardation; 84.024 Handicapped Early Childhood Assistance; 84.025, Handicapped Innovative Programs—Deaf-Blind Centers; 84.028, Handicapped Regional Resource Centers.

EXAMPLES OF FUNDED PROJECTS: Career development programming for the severely handicapped; experimental studies on the education of autistic children; intervention strategies for exceptional children; access to learning for handicapped children; improving attitudes toward mentally retarded children.

CRITERIA FOR SELECTING PROPOSALS: FUNDING CRITERIA FOR RESEARCH PROGRAMS: The Secretary evaluates new applications for research programs under the following weighted criteria (maximum possible score: 100 points): (a) Plan of operation (10 points), (b) Quality of key personnel (10 points), (c) Budget and cost effectiveness (10 points), (d) Evaluation plan (5 points), (e) Adequacy of resources (5 point), (f) Potential importance (15 points), (g) Probable impact (15 points), and (h) Technical soundness of research and development plan (30 points). (20 U.S.C. 1441, 1442.) FUNDING CRITERIA FOR MODEL PROGRAMS: The Secretary evaluates new applications for model programs under the following weighted criteria (maximum possible score: 100 points): (a) Plan of operation (10 points), (b) Quality of key personnel (7 points), (c) Budget and cost effectiveness (10 points), (d) Evaluation plan (10 points), (e) Adequacy of resources (5 points), (f) Importance and relevance (10 points), (g) Probable impact (10 points), (h) Consideration as a "model" (15 points), (i) Technical soundness (13 points), (j) Plans for implementation of individualized education programs (5 points), and (k) Coordination with other appropriate agencies (5 points). (20 U.S.C. 1441, 1442.)

Other ways to get federal announcements are as follows: (a) contact appropriate personnel in your state department of education (instruction); one of them may have a copy you can use; (b) call the office of the AACTE and ask them to locate a copy for you; or (c) contact the office of your senator or representative and ask them to locate a copy for you.

Announcements are important because they enable you to learn what is being sought and how you apply for a grant. For example, the following information is taken from the 1983 "Applications for Grants Under Training Personnel for the Education of the Handicapped" (pp. 5, 12):

> Applications are invited for new projects under the Training Personnel for the Education of the Handicapped Program.
>
> This program issues awards to State Education agencies, institutions of higher education, and other nonprofit institutions or agencies.
>
> The purpose of the awards is to improve the quality and increase the supply of special educators and support personnel.
>
> The Fiscal Year 1983 (Academic Year 1983-84) program for competing New Applications is organized into seven distinct discretionary competitions:
>
> 84.029B — Preparation of Special Educators
>
> 84.029D — Preparation of Leadership Personnel
>
> 84.029F — Preparation of Related Services Personnel
>
> 84.029H — State Education Agency Programming
>
> 84.029K — Special Projects
>
> 84.029S — Specialized Training of Regular Educators
>
> 84.029P — Preparation of Trainers of Volunteers Including Parents

In addition to the *Catalog of Federal Domestic Assistance* (CFDA) you may want to consult one of the following publications (check costs before ordering):

1. *Federal Register* (Fig. 3) is published every federal working day and is indexed monthly. It contains (a) proposed rules and regulations for newly authorized programs on which public comment is solicited; (b) final rules and regulations governing established programs; (c) modifications to current rules and regulations; and (d) notices providing specific guidelines and application information for programs noted in the CFDA. Information on the main contents of the next day's issue can be obtained by phone from the *Federal Register*. Because the publication announces grants and not contracts, it is of most use to public agencies and nonprofit organizations.

7-8-83
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Pages 31371-31610

federal register

Friday
July 8, 1983

Part IV

Department of Health and Human Services

Office of Human Development Services

FY 1983 Coordinated Discretionary Funds Program

Selected Subjects

Air Pollution Control
Environmental Protection Agency
Animal Drugs
Food and Drug Administration
Color Additives
Food and Drug Administration
Endangered and Threatened Wildlife
Fish and Wildlife Service
Food Additives
Food and Drug Administration
Food Assistance Programs
Food and Nutrition Service
Food Grades and Standards
Agricultural Marketing Service
Loan Programs—Business
Small Business Administration
Marketing Agreements
Agricultural Marketing Service
Marketing Quotas
Agricultural Stabilization and Conservation Service
Medical Devices
Food and Drug Administration
Occupational Safety and Health
Occupational Safety and Health Administration
Railroad Retirement
Railroad Retirement Board

2. *Commerce Business Daily*[1] is published daily. It is an especially important source of information for profit organizations but it contains contract offers for which nonprofit organizations may apply. Each request for proposal (RFP) entry briefly describes the task, estimated personnel effort, cost range, and the contract for obtaining the RFP. RFPs are normally one-time activities. Because the time between announcement and proposal due date is relatively short (between 30 and 90 days), many nonprofit organizations do not rely heavily on the CBD.

3. *Federal Research Report*[1] is published weekly and abstracts materials from original government documents and other sources. It can be most helpful because it makes available a range of current grant information. The contents include two columns — "Federal Contract Tips" and "Community and Junior College Corner" — which offer a great deal of "how-to-do-it" information. Do not be misled by the "Community and Junior College" headings: The information is valuable to all but the most sophisticated of proposal writers. Another valuable section is "Dates to Remember."

4. *Higher Education Daily*[1] summarizes general news information pertaining to education. Presented in a concise format, the publication keeps the reader abreast of current and future developments. It is a good general source of grant information although it is not so specific as are other identified publications.

5. *The Grantsmanship Center News*[1] is published six times per year by the Grantsmanship Center, a nonprofit, tax-exempt education institution that provides nonprofit and public agencies with low-cost training in program planning and resource development. The Center is one of the most important sources of information on the private sector of funding.

6. *Federal Notes*[1] gives excellent overviews of the grants and contracts that are available to institutions of higher education. It spells out in precise detail the overall information relating to grants and usually specifies the unit in the federal government from which additional information can be obtained. The information is wide in range and covers many federal agencies. It usually includes a section on "regulative notes." This publication is a useful source of information on grant opportunities.

7. *Education of the Handicapped*[1] publishes specific information on legislative programs and funding for special education. It is an adequate source of information on developments in the special education area. It can be very useful.

Workshops. If possible, attend a Grants Workshop. They may be sponsored by AACTE, the Council for Exceptional Children (CEC), Phi Delta Kappa, Association on Supervision and Curriculum Development (ASCD), American Association of Higher Education (AAHE), or other responsible professional associations with interests similar to yours. Your senator or congressional representative can help you to get an invitation to a briefing session at a Regional Office of the

[1]See Fig. 4 and "Suggested Resources."

Department of Education. (Sometimes a federal agency holds an invitational conference but most public meetings are open.) It is not difficult to get invited. Your goal is to learn as much about grantseeking as your budget allows.

Writing the Grant Proposal

The best proposals usually are cooperative efforts in which from two to four colleagues pool their research talents, knowledge, and skills to complete different sections under the leadership of one person. The leadership is important to make sure that the writing is done on time, that all sections are completed, and that all sections are edited according to the same style. All members of the team should become acquainted with the availability of grants and with the processes which must be followed to apply for them. It is especially helpful if each member interests her or himself and develops the necessary skills in one or more particular programs.

Essentially, the contents of a proposal should contain the seven components listed in the abstract to this chapter:

1. Credibility of the institution and project personnel must be established.

2. The need for the project must be documented.
3. The objectives of the project must be clearly defined.
4. The methods to attain the objectives must be stated clearly, logically, and concisely.
5. A plan for evaluating the results of the project must be given, and the evaluation should be stated in terms of the objectives (e.g., if an objective of the project is to infuse special education content in the teacher education curriculum, then the evaluation must be designed to document whether the infusion has occurred).
6. The budget for the project must be logical and defensible. If you believe that you will need travel funds, then you must state where you will travel to and for what purposes (e.g., travel expenses to a national conference at which papers relating to your project will be presented).
7. Evident future considerations, that is, how many people will your project benefit? How will the benefits of your project be evident in that population? How will the future curriculum of your teacher education program be affected by the project? What will be the future effects of your project?

Familiarity with the proposal and its requirements is essential. This means that before you begin writing any part of it you must read through all materials sent with the proposal form and take note of instructions. For example, if an administrative officer of the institution must sign the application, then you should arrange for her or his cooperation in the enterprise beforehand. Do not leave important requirements until the last minute.

Writing a proposal is not so much a difficult task as it is a painstaking one. This is why it is essential that your team has enough time not only for each member to write the assigned section(s) but, also, for all members to review the draft in its entirety and to discuss changes and additions.

Now, you are ready to begin.

Step 1. Define your area of interest and as specifically as you can.

"Undergraduate teacher education" is good but "special education with an emphasis on Early Childhood Specialist" may be even better. Using the published sources, find out whether funding for your defined area is possible. You may need a "go" or "no go" decision at this point.

Step 2. Determine that a need exists in your state or region for the interest you have identified.

(a) Contact your state department for their analysis of need (they are responsible for this analysis and *must* share it with you). (b) Check through the ERIC (Educational Resources Information Center) system, CEC (Council for Exceptional Children) office, and SEP (Special Education Programs) to ascertain what additional data are available. Be prepared to document your case; in the meantime, prepare to show that you are knowledgeable about the area. (c) Check with local school personnel and regional offices whenever possible for data on need. (d) Use ERIC to help you to locate publications that are related to the need you are analyzing. Many libraries in each state have access to these materials; it should not be too difficult to use their resources. Also note that the Clearinghouse on Teacher Education and AACTE are located in the same offices.

Step 3. Develop a "game plan."

Your plan necessarily will vary from public to private agencies and from grant to grant. Several main strategies can be adopted and adapted to your needs, to the expected requirements of the granting agency, and to the talents available to you. Two models are presented here for consideration. The plan you develop should be one that is natural for your situation.

MODEL A: FUNDING AGENCY DESIGN

This model is especially appropriate for grant proposals when the funding agency has issued announcements and applications that describe in detail the evaluation review which will take place. In this situation, agency staff members and consultants (people in the field) have predetermined what they will look for during the peer review process. Turn this situation to your advantage by responding directly to the evaluation guidelines. For example, the "Applications for Grants Under Training Personnel for Education of the Handicapped" (1983) contained five pages of guidelines (pp. 37-41). Extracts of those guidelines are given here to illustrate the form they can take.

1. Extent of Need for the Project
   1.1 Does the application contain information which shows the project meets the needs recognized in Part D of the Act?
   1.2 Is there information that describes the needs addresed by the project? . . .
   1.5 Does the application describe the benefits to be gained by meeting those personnel needs?
2. Participation
   2.1 To what extent are the program philosophy, program objectives, and activities implemented to attain program objectives related to the educational needs of handicapped children? . . .
3. Plan of Operation
   3.1 Is there high quality in the design of the project? . . .
   3.3 Is there a clear description of how the objectives of the project relate to the purpose of the program? . . .
4. Program Content
   4.1 To what extent does the application include a delineation of competencies that each program graduate will acquire and how the competencies will be evaluated? . . .
   4.3 To what extent does the substantive content and organization of the program demonstrate an awareness of relevant methods, procedures, techniques, and instructional media or materials that can be used in the preparation of personnel who served handicapped children? . . .
5. Evaluation Plan
   5.1 Does the application contain information that shows the quality of the evaluation plan or the project?
   5.2 Does the application specify that the grantee shall evaluate at least annually the grantee's progress in achieving the objectives in its approved application? . . .
   5.5 Does the application contain information that shows methods of evaluation that are appropriate for the project

and, to the extent possible, are objective and produce data that are quantifiable?

6. Evaluation Design
   6.1 Does the application contain information that shows the extent to which the evaluation design and procedures provide for assessment of the effectiveness and efficiency of the use of program resources in the attainment of program objectives? . . .
   6.4 Is there a description of procedures for assessing the impact of the program upon other related programs within the institution, community programs for the education of handicapped children, and improvement of services for handicapped children at the local, state and/or national level?
7. Quality of Personnel
   7.1 Are the qualifications of the project director (if one is to used) appropriate? . . .
   7.2 Are the qualifications of each of the other key personnel to be used in the project appropriate?
   7.3 Is the time that each person (project director and other key personnel) plans to commit to the project specified? . . .
8. Adequacy of Resources
   8.1 Does the application contain information that shows the facilities that the applicant plans to use are adequate?
   8.2 Does the application contain information that shows the equipment and supplies that the applicant plans to use are adequate?
9. Contributions
   9.1 Does the application contain information on the amount of the fiscal and other effort the applicant will contribute to the program and a delineation of the procedures that will be implemented for the increase of this effort over a specified time period in relationship to the amount of Federal funds awarded for the support of the program?
10. Budget
    10.1 Does the application contain information that shows that the project has an adequate budget and is cost effective?
    10.2 Does the application contain information that shows the budget for the project is adequate to support the project activities?
    10.3 Does the application contain information that shows that costs are reasonable in relation to the objectives of the project?

Grant applicants who follow Model A are approaching the problem realistically by providing the funding agency with requested information. One need not follow the outline item by item but keep in mind that reviewers will look at the presentation in terms of the requested items. You may want to provide an index to your proposal to show where each item is addressed.

Using the outline provided by the guidelines, reviewers will usually identify the strengths and weaknesses of an application on a

numerical scale (e.g., see following scale). Each item represents an area covered by the guidelines. The higher your scores, the better one's chances of obtaining funding.

	Scores
1. Extent of Need	(0-20) _____
2. Participation	(0-20) _____
3. Plan of Operation	(0-20) _____
4. Program Content	(0-20) _____
5. Evaluation Plan	(0-20) _____
6. Evaluation Design	(0-20) _____
7. Quality of Key Personnel	(0-20) _____
8. Adequacy of Resources	(0-20) _____
9. Contributions	(0-20) _____
10. Budget and Cost Effectiveness	(0-20) _____

There is no magic in this process, just a great deal of planning to keep one on the right path heading in the right direction.

MODEL B: PROGRAM PLANNING AND PROPOSAL WRITING

This model was developed and is recommended by the Grantsmanship Center. The format has been adopted by private foundations as well as governmental agencies. The components of this model follow:

I. Introduction	describes the agency's qualifications or "credibility."
II. Problem Statement of Needs Assessment	documents the needs to be met or problems to be solved by the proposed funding.
III. Objectives	establishes the benefits of the funding in measurable terms.
IV. Methods	describes the activities to be employed to achieve the desired results.
V. Evaluations	presents a plan for determining the degree to which objectives are met and methods are followed.
VI. Future of Other Necessary Funding	describes a plan for continuation beyond the grant period and/or the availability of other resources necessary to implement the grant.
VII. Budget	clearly delineates costs to be met by the funding source and those to be provided by the applicant or other parties. (Kiritz, 1979, p. 1)

The bare bones of this outline does an injustice to the meticulous analysis and suggestions made by the Grantsmanship Center. It provides a detailed analysis of how you can present your case and a checklist for each component. One checklist follows (Kiritz, 1979, p. 44):

_____ Clearly establishes who is applying for funds.
_____ Describes applicant agency purpose and goals.
_____ Describes agency programs.
_____ Describes clients or constituents.

_____ Provides evidence of accomplishment.
_____ Offers statistics to support credibility.
_____ Offers statements and/or endorsements to support credibility.
_____ Supports credibility in program area in which funds are sought.
_____ Leads logically to problem statement.
_____ Is interesting.
_____ Is free of jargon.
_____ Is brief.

HOW MUCH MONEY DO YOU NEED? THE BUDGET

After the program proposal is developed, the personnel and resources identified, and the organizational plan is in place, the budget should be drafted. Find out the parameters which have been established by the grant-giving organization. If a federal agency has been authorized to spend $1,000,000 on a specific program and plans to award 25 grants, it is reasonably certain that individual grants will average $40,000 (± $10,000). If you develop a budget for a proposal under this program you should think in terms of between $30,000 to $50,000. The *Federal Register* or specific grant announcement will help you to identify the appropriate funding limits. A call to agency personnel also may be helpful.

Most budgets for proposals encompass the following expenditures, although not all are allowed for all projects:

a. Personnel
b. Fringe Benefits
c. Travel
d. Equipment
e. Supplies
f. Contractual
g. Construction
h. Other
i. Indirect Charges

Kiritz (1979, p. 76) gives a model budget summary:

I. Personnel
   A. Salaries and Wages
   B. Fringe Benefits
   C. Consultants and Contract Services
II. Non-Personnel
   A. Space Costs
   B. Rental, Lease, or Purchase of Equipment
   C. Consumable Supplies
   D. Travel
   E. Telephone
   F. Other Costs

Once again, for federal programs the grant announcement and application materials are invaluable to the novice as well as experienced grant writers. For example, for many federal projects the category "Construction" may cover minor alterations and renovations but not new building.

If assistance with budget preparation is not readily available within a college or university, call appropriate personnel at the state

department of education of a federal agency. Nevertheless, there is no substitute for becoming acquainted with the appropriate agency application materials.

Two guidelines are essential to developing a budget:

1. The budget for the projects is adequate to support project activities.
2. Costs are reasonable in relation to the project's objectives (i.e., are cost effective).

In other words, grantseekers must be reasonable and prudent.

Step 4. Deadlines!

You are almost ready to develop your proposal but you must engage in some careful planning before serious writing begins. There is no precise formula for predicting the time and effort it will take to develop a grant proposal. Allow yourself the maximum time available and then be prepared for the frustrations associated with meeting deadlines.

Federal agencies are very strict about the closing date for the acceptance of proposals. If your application is late you are out of luck. To help applicants to meet the closing deadline, the Office of Special Education Programs offers advice. In the 1983 announcements for grants, for example, instructions were given on transmittal of applications, proof of mailing, and closing dates.

Failure to meet established guidelines brings all the team's work to a quick conclusion. Knowing you have a deadline *forces* you to plan ahead even though many proposals have been prepared under "crash" conditions to get copy to the Federal Express Office for next-day delivery (n.b., check with that office to find what time your package must be in their hands; they have flight deadlines to meet).

Your goal is to deliver a proposal to the granting agency prior to the deadline. Some considerations to take into account as you plan your time follow:

1. Who must sign the final copy? What happens if the designated person is out of town? Do you have a formalized system?
2. Who is the final reader? How long will the final reading take?
3. How long will reproduction of the application take? Is equipment available when needed? How many copies do you need for external as well as internal use? How long will it take to collate the copies?
4. What process will you use and how long will it take to organize the sections of the application and proofread the manuscript? Don't underestimate the time!
5. Is a clerical staff available for typing or word processing? How much time do they need? What happens if the key typist becomes ill?
6. How will the writing be organized? Who will assume responsibility for cajoling, encouraging, prodding, etc.? The time element here makes or breaks the effort.

Step 5. Writing Time.

You are primed, organized, eager, and ready to go. Now, each team member should sit down with pen and pad or typewriter and begin. Are you more comfortable using a dictaphone or tape cassette or a word processor? You know your goal; you have an outline; and you have collected the data you need. Now let the creative juices flow.

Suggestions for writing proposals range from the idealistic (e.g., "Be creative and positive, not problem oriented") to the more mundane (e.g., "Try to limit each sentence to 15 words or less"). The nature of the proposal and the skill of the author(s) should dictate how you write the proposal. For example, a proposal for the support of a scientific project to the NSF (National Science Foundation) will be a scientific document whereas a proposal to a community-based foundation for funds to run a workshop for parent volunteers will be couched simply and clearly. A proposal is not a literary document and should not be written like one. It is far more important to make your points simply and clearly than it is to write stylishly. Keep in mind that the reviewers who will be evaluating your proposal will be reading a large number of such documents and the easier it is for them to understand the substance of your proposal, the better they can rate your application. Thus, clarity is of the utmost importance. However worthy your proposal may be, it will not be funded if it does not communicate your ideas to the reviewers.

Some precise suggestions for writing and developing a proposal are offered in the CFDA (Secs. 6-82, pp. XXXIV-XXXVI). They relate directly to the evaluation review and cover the following topics:

1. Gathering applicant organizational data (information on the institution and personnel who will conduct the project).
2. Problem statement development ("a clear, concise and well-supported statement of the problem to be addressed"). Suggestions are made for the needs assessment and the type of data to collect. A list is given of seven areas to document.
3. Developing program objectives (the specific activities in which the project will engage and their purpose). Literature is suggested to help to identify and write the objectives.
4. Writing the solution — a program design (how the project is expected to work and solve the stated problem or achieve the stated goals). The suggestions are practical, for example, making up a flow chart to show the organization of the project, diagraming the program design, placing supplementary data in appendices, and highlighting the innovative features of the proposal.

Clear communication is a key element in successful grantseeking. In the *Federal Research Report* (Nov. 12, 1982), Jack Smith, Grants Consultant, stated the case for clear communication most directly:

> "This clear communication movement" is not strictly a government interest. Private industry and business are also becoming involved. Publications such as American Institutes for Research's *Simply Stated* has a circulation of over 4000. Training companies and consultants are presenting a wide variety of courses, ranging from "How to Write Simply and Clearly" to "How to Communicate More Effectively."

Smith offers pointers on effective communication under the following headings:

1. Avoid jargon and highly technical language. If technical language cannot be avoided, include a glossary in an appendix.

2. Keep it short. One point or statement per sentence is enough usually.

3. Never say "utilize" if you mean "use." Wordiness does not indicate knowledge; more often it denotes the inability to express one's ideas. (For a highly informative yet entertaining work on language literacy, see Richard Mitchell, *Less than words can say*, Boston: Little Brown & Co., 1979. Your library should have a copy of this book!)

4. Beware of abbreviations. The first time you use an abbreviation you should write out the words or title in full.

5. Don't take advantage of a captive audience. Reviewers will not be impressed by wordiness, lack of clarity, or poor organization; if anything, these faults may prejudice them against your proposal.

In sum, advises Smith (1982), "Just remember to keep your writing short and to-the-point. The more people who understand what you have written, the better off you will be" (p. 309).

Step 6. Review

The CFDA (1982, p. XXXVIII) recommends that before typing up the final draft, the proposal be submitted to a neutral third party for review and, especially, for continuity, clarity, and reasoning. It is much better for a colleague to note that some assumptions are unsupported than to receive the same criticism from a reviewer.

Because most grants are made to institutions rather than individuals, it is essential that the right people sign the proposal. Failure to adhere to this requirement may invalidate the proposal.

"Proposals," according to CFDA, "should be typed, collated, copied, and packaged correctly and neatly. . . . A neat, organized and attractive proposal package can leave a positive impression with the reader about the proposal contents" (p. XXXVIII). The proposal should be accompanied by a cover letter. Allow sufficient time for the proposal to reach its destination. If you mail the package, observe postal regulations.

Aftermath

Most agencies have a peer review process; when combined with the agency review, the waiting time may be from two to six months or even more. Not a great deal can be done to speed up the process although agency personnel will try to give you information about it.

Finally, the official letter arrives. It may award what you asked for, it may be a "Dear John" notification, or the grant award may be based on a budget less than the one you submitted. You have a choice: Accept the overall figure and make appropriate budget modifications, negotiate additional funds with a grants officer (if it is a federal grant), or say "no thank you." You must initiate formal action if adjustments are to be made.

Whatever the agency decision, you have a right to ask for and receive the evaluation reviews made by the peer evaluators. The information you receive can be helpful as well as frustrating: helpful in the sense that you learn where you went "right" and "wrong," but frustrating when reviewers' numerical evaluations appear to go from low to high or when the review is noteworthy but the funds are limited. Remember, you are now getting ready for the next go-around.

According to Smith (1982), not only can you get peer reviews

but also, you can request copies of the successful proposals prepared at other institutions.

By reviewing successful documents you can find out what kind of project and presentation the agency is looking for. You also will learn about the needs of other institutions. At the same time your proposal becomes public property. To safeguard privileged information, it should be clearly marked; then the agency will release it only with your consent. The Freedom of Information Act has made access to a lot of information possible. Each agency must be queried separately on how one makes requests for material. If you have any difficulties, solicit your senator's or congressional representative's staff for help.

SUGGESTED RESOURCES

Commerce Business Daily
U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

Subscription rates: $175.00 per year (First class mailing); $100.00 per year (Second class mailing); $90.00 for 6 month trial subscription (First class mailing), $50.00 (Second class).

Education of the Handicapped
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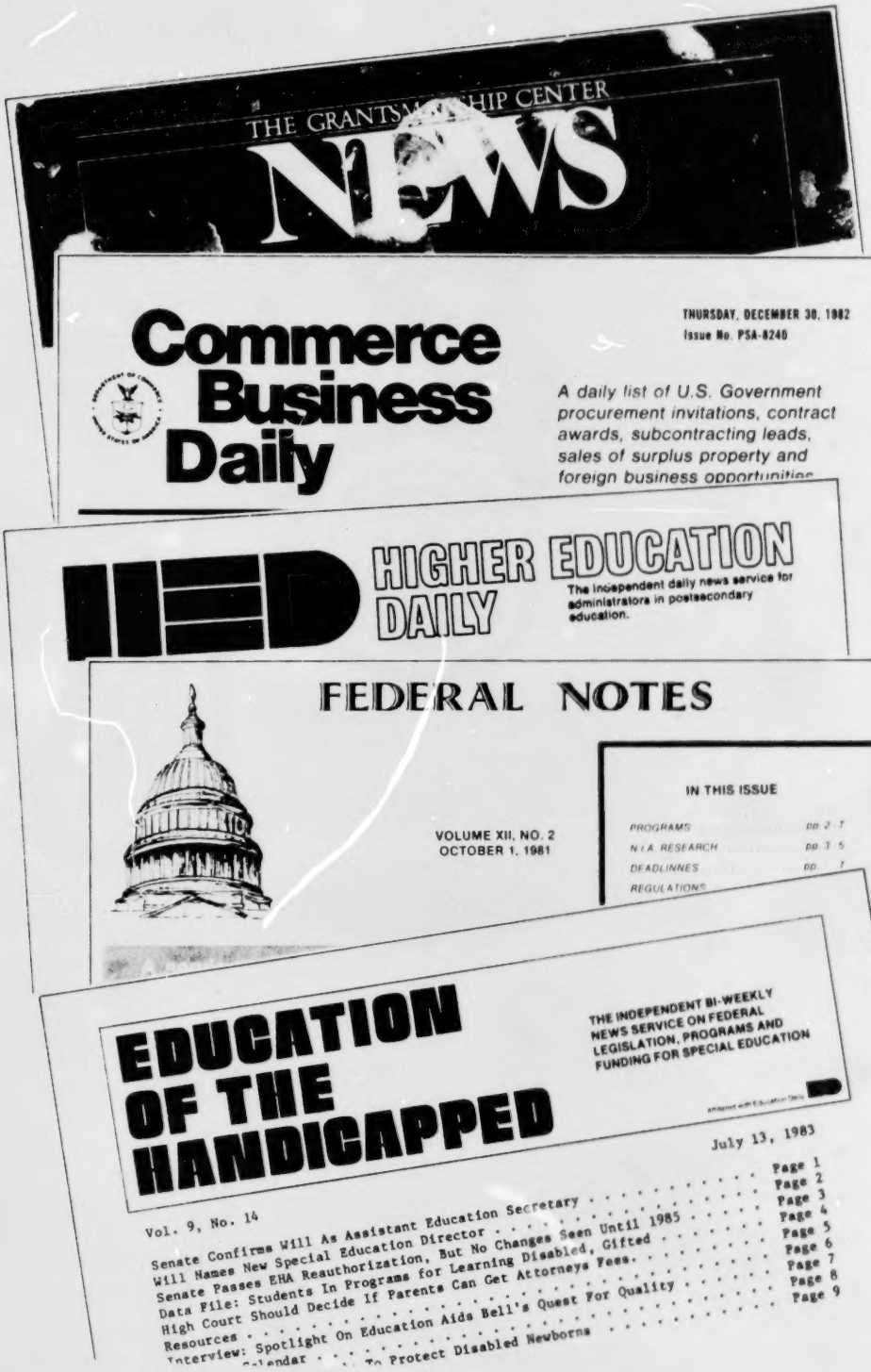
Subscription rates: $28.00 per year (6 issues), $52.00 for 2 years and $72.00 for 3 years. For foreign subscriptions, add $10.00 per year for surface mail, $30.00 per year for airmail.



THE GRANTS[illegible]HIP CENTER
NEWS

Commerce Business Daily

THURSDAY, DECEMBER 30, 1982
Issue No. PSA-8240

A daily list of U.S. Government procurement invitations, contract awards, subcontracting leads, sales of surplus property and foreign business opportunities

HIGHER EDUCATION DAILY

The independent daily news service for administrators in postsecondary education.

FEDERAL NOTES

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OCTOBER 1, 1981

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THE INDEPENDENT BI-WEEKLY NEWS SERVICE ON FEDERAL LEGISLATION, PROGRAMS AND FUNDING FOR SPECIAL EDUCATION

July 13, 1983

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AACTE MEMBER SMALL COLLEGES PRE-SERVICE PREPARATION PROGRAMS AND EDUCATION OF HANDICAPPED CHILDREN

Note: Of 262 member institutions surveyed, responses were received from 133. Not all respondents answered all questions and on some questions, multiple answers were possible. The percentages, therefore, are given in terms of "number of times mentioned" rather than of percentage responding.

Profile of Small Colleges

01 Name of Institution _____

02 Type of Support: Public (14%) Private (82%) No Response (4%)

The following relates to the preparation of special educators:

03 Do you have a preparation program leading to certification of special educators? Yes (56%) No (41%)

If yes, please complete 04-07:

04 What categories and levels of certification in special education does your institute offer? (Check all that apply.)

Special Education Program Offered	Under-Graduate 79%	Graduate 26%	Elementary 82%	Secondary 70%
Mentally Retarded	27%	2%	27%	23%
Learning Disabilities	20%	8%	21%	17%
General Special Education	10%	2%	10%	8%
Emotionally Disturbed	7%	5%	8%	6%
Behavioral Disorders	7%	1%	8%	8%
Combinations or Others (please list)	4%	2%	3%	3%
Hearing Impaired	2%	1%	2%	2%
Multiply Handicapped	0%	2%	1%	1%
Gifted	1%	2%	1%	1%
Physically Handicapped	1%	1%	1%	1%
Visually Impaired	0%	0%	0%	0%

How many faculty members in special education does your institution employ?

	0	1	2	3	4	5	10	32
05 Full-time	16%	29%	13%	6%		1%		1%
06 Part-time	18%	22%	10%	8%	5%		1%	

The following relates to the preparation of regular educators to teach handicapped students:

Curriculum

To what extent have the following topics been incorporated into the regular education curriculum?

	Incorporated fully	Incorporated to some extent	Not incorporated at all	If the topics have been incorporated, *how* have they been presented? Through a course on special education	Through modules in a course not primarily devoted to special education	Infused throughout the curriculum
07 Familiarization with Public Law 94-142, its concepts and rationale	68%	23%	1%	50%	34%	33%
08 Familiarization with various handicapping conditions	59%	32%	1%	59%	31%	23%
09 Individualized Instruction and IEPs	52%	38%	6%	48%	32%	23%
10 Identification and Evaluation	44%	47%	2%	48%	30%	23%
11 Working as a team with special educators	35%	41%	12%	44%	23%	23%
12 Working with parents	32%	7%	13%	40%	25%	27%
13 Field experience with handicapped students	33%	44%	12%	42%	29%	21%

14 Has the college received outside funding to incorporate the above topics into the regular education curriculum? Yes (22%) No (72%)

Faculty

	To a great extent	To some extent	Not at all
15 To what extent have the regular education faculty been introduced to the above curricular topics?	32%	59%	2%
16 To what extent have regular education faculty incorporated those topics into their concerns?	17%	74%	4%

Monograph for Small Colleges

17 To be most helpful, what topics regarding small colleges and education of the handicapped need to be addressed in a monograph for small colleges that is being developed through AACTE?

Answer	Percent of times Mentioned
Diagnosis/Identification/Assessment of the exceptional student	9%
Description of what regular classroom teachers need to know, skills to be developed and referral procedures in order to be adequately equipped to work with exceptional students	8%
Incorporating special education topics into the regular education curriculum	7%
What resources are available to instructors (Re-training, in-service, faculty development, etc.)	6%
Working with parents	5%
Field experience	5%
Using IEPs	5%
Mainstreaming	5%
Consortium and collaborative arrangements in special education programs between small colleges and between small colleges and universities	5%
Ways of changing attitudes of teacher educators to become more positive toward meeting needs of handicapped children	5%
Effects of law and litigation concerning the handicapped	5%
Application of Public Law 94-142	5%
Model programs for small colleges, especially programs for a minor in one or more areas of educating the handicapped; sample curricula – content of units or courses	4%
Continued funding of programs	3%
How to involve all faculty in special education areas	2%
School (grade and secondary) policy toward children	1%
Microcomputers and educational technology for handicapped students	1%
Informal and formal evaluation proceedings	1%
Films, especially those focusing on classroom instruction	1%
Is enough special education required for regular classroom teachers?	1%
Supervision in special settings	1%
Use of community resources	1%
An accumulation of materials from Cooperative Dean's Grant Projects over the past three years	1%
Special education in rural areas (i.e., cooperatives)	1%
Career education for the handicapped	1%
Alternative teaching styles	1%

18 Describe successful strategies, helpful hints, or resources that you would like to recommend to other small colleges as they prepare educators to work with handicapped children in regular classrooms. (Feel free to elaborate and attach separate sheets if needed.)

Many of these successful strategies, helpful hints, or resources are recorded in Chapter IV, "The Small College Setting: Creative Responses to Common Cries for Help."

Future Assistance

19 What do you see as advantages to small colleges in preparing regular educators to work with handicapped students?

Answer	Percent of times Mentioned
Greater individual assistance for pre-service teachers and closer relationship between professors and students during preparatory period	27%
Exposure to handicapped students – more opportunity for practical experience	11%
Flexibility in curriculum planning and emphasis	11%
Teamwork and inter-departmental cooperation (less specialization)	8%
Smaller classes	7%
A more "marketable" graduate	4%
Better over-all preparation of teachers	4%
Helps develop better understanding and empathy for others	4%

20 What do you see as the major obstacles to small colleges in preparing regular educators to work with handicapped students?

Answer	Percent of times Mentioned
Limited funding or budgets leading to limited staff, facilities, and/or resources	35%
Limited staff – lack of specialized expertise – heavy work load	26%
Limited amount of time	7%
Limited resources for field experiences (limited number of schools and agencies, limited variety of exceptionalities)	6%
Need for curriculum reorganization; curriculum is overcrowded	3%
Small enrollments	2%
"None"	2%
Overuse of the same faculty – students don't get different ideas/philosophies	1%
Overcoming stereotypes and stigmas	1%
Willingness to move in new directions	1%
Lack of experience in mainstreaming	1%

21 What kinds of assistance on personnel preparation and education of the handicapped would you like to see AACTE provide for its member small colleges? (e.g., mini-grants, on-site technical assistance from "experts," publications, networking of small colleges, etc.)

Answer	Percent of times Mentioned
Mini-grants	48%
Networking of small colleges	29%
On-site technical assistance from experts	26%
Publications	11%
Workshops (particularly for students)	6%
A clearinghouse for materials that can be used as-is in on-going classes	2%
Multi-media presentations	2%
Distribution of sample units or courses	2%
Encourage consortium plans between member colleges and universities	1%
A plan for regular educators in small colleges similar to TED's (CEC) Small College Caucus — for disseminating information among small college educators	1%
AACTE-sponsored mini-grants of $1000-1500	1%
Staff training sessions	1%
Financial assistance for placing students in the field	1%
"There needs to be some remedy to the circumstance of the campus-wide misunderstanding of handicapped people. E.g., it would be helpful for AACTE to help education departments raise the consciousness of other departments which also influence the students."	1%
"Lobbying funding agencies so that regular preparation programs have access to money which seems available to specialists in special education programs."	1%
Bibliography on resources	

Contact Person: _____

Please return to Diane Merchant, AACTE, Suite 610, One Dupont Circle, Washington, D.C. 20036, by October 29, 1982.